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ABSTRACT

This report, the second of two relating to the activities of the Southeast Education Center, describes the middle school facilities of the Center. The Center was organized on the "Continuous Progress Concept"--that in which a student will move at his own pace in an individualized program. The entire Southeast Education Center proposes to develop a school system in which professional educators, involved citizens, and community agencies jointly venture to educate and train students in the knowledges, skills, and concepts needed to solve problems in their social, psychological, and biological-physical environments. The problem of utilizing the findings of behavioral science in various curriculum domains and subject matters will be dealt with. The program will be implemented in a well-designed way to study the effects of individualized instruction on student: teacher-counselor ratio, teacher-counselor roles and functions, curriculum writing and organization, student grouping, special education and accelerated learner needs, building and facilities planning, and other aspects of school system design and development. [For an analysis of middle school programs, see UD 009 971.] (JM)

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SOUTHEAST EDUCATION CENTER

SEATTLE PUBLIC SCHOOLS

MIDDLE SCHOOL OVERVIEW

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June, 1969

I N T R O D U C T I O N

This document is one of two which has been prepared for the superintendent to culminate the first year of planning for the Southeast Education Center. It records the activities of the teachers, principals, citizens' committee members, and project planners and describes events to come. Within its covers, the planning staff has created a word picture of the Southeast Education Center, its middle school organization and instructional system. The second document describes the middle school facilities.

Copies of both publications may be obtained as long as the supply lasts by writing to the Southeast Education Center Planning Office, 6612 - 57th Avenue South, Seattle, Washington 98118.

The contents of both documents were drawn from many sources, including previously published papers which are listed in the references. Many investigations were made into the work of other school districts, universities, educational consultants, and research organizations. Teachers, principals, citizen committee members, and project planners from the southeast community contributed generously to planning, program development, and operations analysis. Other district staff members have reviewed concepts and plans and contributed willingly to their development.

To all who have shared in the planning and to those whose support has helped move the project forward, we express our gratitude.

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Seattle School District #1

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SOUTHEAST EDUCATION CENTER PARTICIPATING SCHOOLS

Colman Elementary School 1515 - 24th Avenue South Seattle, Washington 98144	James K. Stern, Principal
Dunlap Elementary School 8621 - 46th Avenue South Seattle, Washington 98118	Herbert E. Boies, Principal
Emerson Elementary School 9709 - 60th Avenue South Seattle, Washington 98118	Victor H. Dickinson, Principal
Rainier View Elementary School 11650 Beacon Avenue South Seattle, Washington 98178	Mrs. Dorothy Sanders, Principal
South Van Asselt (Wing Luke) Elementary School 39th South & South Benefit Street Seattle, Washington 98118	Berne Biteman, Principal
Rainier Beach Junior-Senior High School 8815 Seward Park Avenue South Seattle, Washington 98118	Donald S. Means, Principal

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Chapter 1

BACKGROUND

The present planning of a middle school which will be part of the Southeast Education Center is another step in the evolution of individualized, continuous progress education for the Seattle Public Schools. Almost three years of continuous study both on the part of citizens and the school staff have brought us to this point. The years ahead will find additional study and activity underway as the school and the community move together to provide a school program that utilizes the best of developing programs which are designed to provide a dynamic and appropriate learning situation for all students.

Introduction and Study of Continuous Progress

In the summer of 1966, Dr. Forbes Bottomly, superintendent of Seattle Public Schools, introduced to the community what has come to be known as the Continuous Progress Concept. The concept implied both the individualizing of teaching and learning and the regrouping of school facilities. The belief was expressed that the best setting for public education is a cross section of American life with all its diversities. New basic curricula, revitalized teaching methods, equipment and media, and more realistic occupational education were part of the concept.

In August, 1966, a citizens' committee, popularly known as the "Committee of 100" was appointed by the School Board to give intensive study to the ideas which were expressed in the Continuous Progress Concept. During the study period members of this committee requested the school administration to prepare a report describing in more detail a school which met the criteria described in the concept.

The report which followed was entitled "New Beacon Learning Center A Profile." It described an intermediate school center for three thousand students in grades four through seven. The Center was organized into four units and each unit was subdivided into three subunits in order to provide a close relationship between the student and the staff.. The instructional program was based on an individualized, continuous progress approach to teaching and learning.

The "New Beacon Learning Center," plus selected books and magazine articles, and national and local consultants were resources used by the

Committee of 100 to study the concept of continuous progress. In July, 1967, the committee completed its study.

The Committee of 100 stated that the "committee has come to the conclusion that the concept of continuous progress offers an opportunity to significantly improve the quality of education available to every Seattle Public School student. And the application of continuous progress is feasible in terms of students, parents and public, staff, curriculum and facilities. Therefore, the Seattle Citizens' School Progress Planning Committee (Committee of 100)recommends to the Seattle School Board the adoption of the concept of continuous progress, as defined in this report, throughout all levels in the Seattle Public Schools as rapidly as possible."

The report went on to recommend "that a continuous progress learning center, located, designed and staffed to meet the objectives outlined... , should be developed as soon as feasible."

The objectives outlined included the recommendation that it be built in the southeast section of Seattle, that racial balance be improved, and that the age level for the intermediate (middle) school student be re-examined.

A minority report also was issued which endorsed the continuous progress instructional format but did not endorse the proposal for regrouping pupils within schools.

Following the report of the Committee of 100, the Seattle School Board, by official resolution, stated on September 6, 1967, "The Seattle School Board will adopt the continuous progress concept as an educational goal, with course work tailored to individual pupil needs, abilities, and achievement." The Board went on to say that it "would like to consider a pilot center on a somewhat smaller scale than prescribed for the New Beacon Learning Center and since the Committee (of 100) has recommended another location, new questions of cost, site, and transportation must now be studied."

The Board then directed the administration to prepare data on alternate locations, patterns of age grouping, and size for a center in Southeast Seattle.

Growing out of this charge to the administration were the three reports prepared by the task force appointed by the superintendent. These reports were entitled, "Southeast Education Center, General Recommendations," "Southeast Education Center, Planning Recommendations," and

"Southeast Education Center, Documentation." The recommendations presented in these reports were accepted by the Seattle School Board on February 14, 1968. In making the announcement the Board stated that the "Center will consist of three levels: Kindergarten through grade 4; grades 5 through 8 at a new intermediate school to be constructed near Rainier Beach School; and grades 9 through 12 at Rainier Beach High School." The statement went on to say "the instructional format will be based on the continuous progress concept; that is, a student will move at his own pace in an individualized program. Organization will be based on the school-within-a-school concept."

The three task force reports established guidelines for the planning team and the Citizens' Committee which was appointed by the School Board in March, 1968. The reports contained the following twenty recommendations:

1. That the present Rainier Beach Junior-Senior High School, Dunlap Elementary School, and a new intermediate school to be constructed be developed into an education center.

2. That the center consist of three levels: the primary, K through grade 4; the intermediate level, 5 through 8; and the secondary level, 9 through 12.

3. That the center schools be organized internally to provide small groupings of children within the larger schools.

4. That the approximately 3,500 pupils be distributed as follows: 1,500 in the secondary schools; 1,500 in the intermediate school; and 500 in the primary school.

5. That the intermediate school enrollment be formed by the reassignment of pupils from existing schools as follows: (a) Rainier Beach, Grades 7 and 8; (b) Dunlap, Rainier View, Emerson, South Van Asselt, Grades 4 and 6; and (c) from two or more central area schools, such as Colman, Mann, Madrona, Washington.

6. That a racial proportion not to exceed 25 per cent Negro be made a primary goal of the education center.

7. That 5th and 6th grade pupils living more than one mile from the center be transported to the center at School District expense.

8. That all educable pupils be served who do not require the highly specialized instruction and equipment, such as that necessary for the deaf, the blind, and the orthopedically handicapped.

9. That the staff be adequate to support the emerging roles of teachers as described in the Continuous Progress Concept.

10. That a staff development program be initiated in the early stages of the planning.

11. That the instructional format be based upon the Continuous Progress Concept.

12. That the methods and technology be designed to produce efficient individualized instruction.

13. That pilot programs be initiated which will test concepts and develop components.

14. That occupational orientation and work experience programs become a major responsibility of the center.

15. That arrangements be made for direct and continuing joint participation of staff and community representatives in planning, development, evaluation, and communication functions of the center.

16. That facilities be planned and programs formed to serve the needs of the community.

17. That extensive use be made of community resources.

18. That the center be administered and articulated by one administrative officer supported by appropriate administrative coordinators in each school.

19. That wide latitude be permitted the administrative officers in determining planning and operational policies and procedures for the center.

20. That the center function in the planning, development, and operational stages as a research, demonstration, and dissemination resource for the Seattle School District and other districts, educational institutions, the State Office of Public Instruction, and cooperating public agencies.

Initiation of Planning Activities

In March, 1968, a team of three planners was appointed to the project. Two additional planners were added later. Two principals from project schools served part-time during the latter part of the 1967-68 school year.

The planning assignment carried three categories of responsibility: (1) program development, (2) staff development, and (3) facilities planning.

Three important events occurred during the initial months of the project. First, a Citizens' Committee of approximately 50 individuals was appointed by the School Board to advise in the undertaking. Second, a series of nationally recognized consultants were engaged to interact with the planning staff, school staffs, and the citizens. Third, program and staff development

activities for the 1968-69 school year were developed.

Citizens' Committee Activity

The Southeast Education Center Citizens' Committee adopted a report on December 11, 1968, which indicated general concurrence with the recommendations submitted by the superintendent's task force. The conclusions reached by the Citizens' Committee were as follows:

1. That a flexible program be established to provide individually prescribed instruction for all students in the Center as well as the feeder schools.

2. That the Center be comprised of five feeder schools (Dunlap, Rainier View, Emerson, South Van Asselt, and Colman Elementary Schools) as well as Rainier Beach Junior-Senior High School.

3. That the Center be racially balanced ...

4. That all students living two miles or more from the middle school and the present Rainier Beach High School be transported at district expense.

5. That the staff be adequately trained both in methodology and sensitivity to provide the proper educational environment.

6. That the general area of occupational orientation and work experience be given further study.

7. That the citizens and planning staff continue working with all related city departments and social agencies to establish a broad program for the community.

In addition the Citizens' Committee identified the following eleven areas for further consideration:

1. Some kind of continuing relationship between the community and the Southeast Education Center when it becomes operative is essential. This naturally leads to a question regarding the formation of a community group to which the Center can relate. What should be the nature of this community group? Is it an advisory group elected by residents? Is it a policy making group? These and related questions must be resolved.

2. Some trend toward grouping governmental and social services at a community level seems to be developing. Is there a need for citizen and institutional structure at the community level which will give attention to total community needs in a coordinated fashion?

3. The length of the school year in American schools is based on the demands of an agrarian economy which is no longer relevant to an urban society. New efforts are underway which again are questioning the

wisdom of retaining the present school year arrangement. Alternate proposals need to be examined from a citizen point of view.

4. Human relations are a major issue today. Future committee activity should give attention to this need, with expanded representation from the Colman area.

5. General community understanding of the goals of the Southeast Education Center needs more attention. Beginning activities on the part of the Citizens' Committee have made some impacts. However, creative efforts which reach those not fully informed need to be made.

6. Continuing attention to the plans being made for the middle school and for future remodeling of other participating schools is a need. A clear schedule of planning, design and construction as could be shown on a detailed flow chart of related activities will greatly facilitate this endeavor.

7. There are not enough opportunities for teachers and citizens to meet in cooperative endeavors. The involvement of teachers in the activities of the committee has been very limited. As we move into the next phase, efforts should be made to correct this deficiency.

8. Volunteer services are growing in significance and in quantity. The southeast section of the city has not been as active in school volunteer services as some other areas. Consideration of committee involvement in furthering volunteer services would seem appropriate.

9. Outdoor education opportunities for Seattle school students are very limited. There has been committee interest and exploration of this topic. Further investigation and involvement are needed.

10. At this point in the committee's activity only limited specific information regarding curriculum is available. As programs are developed and evolve, opportunities for citizen interaction are essential.

11. Other school citizen groups currently are active. Coordination among these groups is desirable. Some liaison between the Southeast Education Center Citizens' Committee and groups in other sections of the city should be considered.

Consultant Series

Over a period of six weeks (April 18 through May 31, 1968), ten educational consultants of national stature were invited to Seattle to react to the Southeast Education Center concepts, to review the latest research findings, and describe the significant development activities in their respective areas of study. The discussions were held in the southeast community and were open to anyone wishing to attend. The consultants and their areas of interest were:

Dr. John I. Goodlad, Dean Graduate School of Education University of California Los Angeles, California	Curriculum and Objectives
Dr. Gilbert Sax, Professor of Educational Psychology University of Washington Seattle, Washington	Research - Evaluation
Dr. J. Lloyd Trump Associate Secretary National Association of Secondary School Principals Washington, D.C.	Staff Organization and Development
Dr. Gardner Swenson, Director Materials Dissemination Center Kettering Foundation Laguna Beach, California	Individualized Instruction
Dr. Burton Wolin, Vice-President Technomic, Inc. Santa Monica, California	Computer Technology
Dr. John L. Cameron, Director Division of Facilities Development Washington, D. C.	Facilities
Dr. Ned Flanders, Professor of Education University of Michigan Ann Arbor, Michigan	Staff Development
Dr. Glen Ovard, Professor of Education Brigham Young University Provo, Utah	Curriculum and Objectives
Dr. Donald E. Davis, Professor of Educational Administration University of Minnesota Minneapolis, Minnesota	Administration
Dr. C. Mauritz Lindvall Associate Director of Learning Research and Development Center University of Pittsburgh Pittsburgh, Pennsylvania	Individualized Instruction

Staff and Program Development Activities

It had been anticipated that program and staff development activities would be started after January, 1969. However, early response from teachers and principals showed that these activities should be started at once. In response to this need, schedules were redesigned so that planning for program and staff activities could begin in June, 1968. This change in procedure required that plans be resubmitted to the U. S. Office of Education for approval. This was subsequently received and the Southeast Education Center project became part of a nationwide effort known as the Central Cities Project which is sponsored and partially supported by the U. S. Office of Education.

Included in the program and staff development activities during the 1968-69 school year were the following:

-- Programmed Reading (Sullivan)

Schools: Dunlap, Colman

The materials used are (1) linguistically oriented (i.e. they stress the learning of common structural patterns evident in the English language), (2) programmed (i.e. concepts and skill developing activities are introduced in a logical and sequential pattern), and (3) individually paced (i.e. students consume the materials as fast as they are able, with no consideration of the learning rate evidenced by other members of their class).

Aides are required to assist in this program in both schools. Colman relies heavily on a force of over 100 volunteers while Dunlap employs several part-time aides who correct assignments, keep student records, and make appropriate materials available to youngsters.

Evaluation of the efficiency of these programs will be made later this year on the basis of standardized, group, achievement test scores. Informal sampling of student and teacher attitudes concerning the programmed reading format suggests that: (1) students in general react positively to being able to proceed "as fast as they can," (2) teachers generally are pleased because Sullivan materials are individually paced and thorough in dealing with the skills of structural and phonetic analysis, (3) many teachers are concerned that the Sullivan materials, used to the exclusion of other reading materials, will result in students who technically are able to decode print symbols but who have little knowledge of the value of reading to their daily existence.

-- Specialized Training Activities

Numerous specialized training activities have taken place. For example, the teachers concerned with the Individually Prescribed Instruction Program in mathematics at Rainier View Elementary School had a training session in August as well as regular follow-up activities with

a coordinator from the Northwest Regional Educational Laboratory. Teachers involved with Sullivan programmed reading materials had sessions during the early fall to acquaint them with the approach. For four months fifth grade teachers working with the Educational Development Center social studies met once a week to become familiar with a new concept centered approach entitled, "The Study of Man." Principals and administrators not only have engaged in many of the teacher training sessions, but also have met regularly to become familiar with the latest research about new programs being considered for Southeast Education Center schools.

-- UNIPAC Workshop

Schools: Rainier View, Colman, Dunlap, Emerson, South Van Asselt, and Rainier Beach

Over 80 area teachers wrote individualized learning packages after 27 hours of training. The course was presented by Pepperdine College in cooperation with the Kettering Foundation's Institute for Development of Educational Activities. Personnel at the Southeast Education Center Planning Office assisted in the course as well as in the follow-up consultant activities with teachers. It is expected that once teachers become familiar with the process of developing learning packages, they will be able to revise and re-design courses of study into a continuous progress format.

-- UNIPAC Bank

A branch of the UNIPAC Bank has been established at the Southeast Education Center Planning Office. The branch bank has copies of the individualized learning packages written by teachers from every part of the United States. The branch also has Photo Chromic Micro Image (PCMI) transparencies and a reader for quick scanning of these learning packages.

Teachers scan for materials to use in their classes. When desired items are located, copies are made for that teacher's use. Currently most Unipacs are being used to develop or reinforce skills and for enrichment or branching learning.

Unipacs are important as they present a nationwide wealth of materials for Seattle schools. As an example over 50 Unipacs have been written in Hawaii and present much more authentic, up-to-date and interesting information than the textbooks.

Unipacs cover a far wider range of topics than texts and usually are written to fill a specific need. Titles of some 1,600 Unipacs include "Glue Sniffing Effects," "Operating a T300 Tape Recorder," "How to Use Road Maps," and "Working Efficiently Together."

Often Unipacs will be prepared in groups such as 32 which were prepared on "Attitudes Related to Human Relations" and 13 on "Mathematics Skills Necessary to Enter Seventh Grade."

-- University of Washington Liaison

Dr. Robert Anderson of the University of Washington, College of Education, served in a liaison capacity with the Southeast Education Center

staff. Supporting activities to date include consultant help for teachers in the areas of media, curriculum, instruction, and administration. Other consultant help was provided by the University of Washington in designing staff development activities.

-- Continuous Progress Library

The Continuous Progress Project Materials Library opened in December, 1968 at the Southeast Education Center Planning Office to provide individualized instructional media. It is the clearing-house for the many Seattle continuous progress projects. The library houses the Seattle branch of the UNIPAC Bank and directs the distribution and use of the Charles F. Kettering /I/D/E/A/ Unipacs and research information on individualized instruction.

The resource librarian's functions are to publicize continuous progress and individualized instruction materials, review new materials, act as a consultant to teachers, aid in the development of new materials, catalog and index materials, and duplicate materials as requested.

Certain materials are sent via school mail directly to teachers, others are for use in the library. There are seven rooms for individual or small group study. The librarian acts as consultant for individuals or groups desiring to prepare material for class use. Mini-workshops in Unipac writing have been conducted.

Where it is inconvenient for larger groups of teachers to come to the library, presentations are made in the schools.

-- Individually Prescribed Instruction (IPI)

School: Rainier View

This program for mathematics instruction, developed by the Learning research and Development Center of the University of Pittsburgh, serves 417 children, ages 5-11. The 16-member school faculty includes an IPI coordinator and 6 teacher aides who exclusively are used to mediate the IPI materials. Children's advancement in arithmetic is diagnosed and prescriptions of learning packages are made on an individual basis.

The Rainier View project is associated with the Northwest Regional Educational Laboratory in this effort.

Informal observation of program was made before the end of the first year and indicates high student acceptance of the materials, and enthusiasm on the part of students, parents, and faculty because each of the 417 students is able to proceed at an individualized learning pace. Formal, comparative evaluation of the program will be made later from evidence acquired from the district's annual group achievement testing program. In addition Research for Better Schools, Inc., Philadelphia is conducting a major evaluation of IPI as part of its implementation responsibility.

-- Educational Development Center (E.D.C.) Social Studies

Schools: Emerson, Dunlap, Rainier View, South Van Asselt, Colman

The E.D.C. social studies materials comprise the complete social studies

program at the fifth grade level in each of the five Southeast Education Center elementary schools. Designed to develop the ability to conceptualize and generalize rather than to stress learning of facts and skills, these materials are based on an outline developed by Jerome Bruner.

The study of man, the central theme of the materials, is developed by having students analyze animal and human cultures which are foreign to them. Salmon, baboon, and Eskimo societies are representative examples. The prime objective is not to amass knowledge about these foreign societies, but rather it is to have children use knowledge of a foreign culture as a basis for comparing and analyzing their personal social experience. Much problem solving and discussion activity results as children rationalize or react to elements comprising their own or a foreign culture.

This program individualizes social studies instruction inasmuch as it concerns itself with the personal social perceptions of each child. As a result its reception by parents, teachers, and children has been enthusiastic. The personal relevance of the program, however, is not measurable in terms of any standardized testing instruments presently available, and the commitments to proceed with use of the materials at other grade levels will be made as they become available.

-- Western Washington State College

Schools: Emerson, Rainier View, Colman, Dunlap, South Van Asselt

This project, cooperatively administered by staff members from Western Washington State College (WWSC) and the Southeast Education Center (SEEC), aims at training 23 SEEC elementary school teachers and 23 WWSC students to write precise objective for the various fields of learning. Once trained, the students and classroom teachers will be paired; the teachers fulfilling the role of cooperating teachers and the students participating as student teachers. These classroom student teaching assignments, which are scheduled to begin in September, 1969, are designed to: (1) Improve the clarity of statements of objectives written for children, (2) implement a significant element of an instructional management format (i.e. lucid goal setting), and (3) establish a segment of teacher education curriculum which is measurable in behavioral terms and which, ultimately, will contribute toward practical realization of the new standards for teacher certification currently under consideration.

-- Counseling Model

School: Emerson

The counseling function shares a place with the diagnosing, programming, evaluating and communicating functions in creating more professional roles for teachers. Guidelines for developing this function on the part of teachers are being prepared. The implementation of the guidelines will involve staff development activities and testing of the model developed.

-- Media Utilization

Schools: Dunlap, Emerson, South Van Asselt, Colman, Rainier View, Rainier Beach

All of the Southeast Education Center schools are involved with attempts to individualize instruction through the use of media. Cassette tape recorders have been purchased. Automatic slide and 8 mm loop projectors, operated by children, rather than teachers, are being used for independent study by individuals and small groups. Portable video taping equipment monitors teacher and student performance for subsequent analysis and revision. The video taper also captures and holds commercially or locally produced television productions for student use at an appropriate time. Card readers and computer terminals have been used to provide drill experiences in spelling, reading, and arithmetic. In each of the six Southeast Education Center schools, libraries or resource centers are being developed to organize and facilitate extensive individualized use of both print and non-print materials.

-- Clerical Curriculum Project

School: Rainier Beach

A curriculum project by Rainier Beach teachers is designed to develop a continuous progress curriculum model for the "Clerical Sector of Learning Opportunity (SOLO)." The first phase of the project unites typing, office practice and office machines.

Learner-based packaged materials are being designed that will facilitate rapid and efficient progress by individual students. Within each package the student finds several opportunities for learning a specific concept and related skills; and each of the opportunities will be classified by mode of learning. This provides the student with the opportunity to select learning material that is appropriate for himself.

A system will be developed by which a student's readiness for typing can be determined and his individual needs and learning patterns diagnosed. A staff development program also is being designed by which the staff (teachers and para-professionals) will master the use of the equipment, facilities, and media involved in a student-oriented learning situation. Programming, evaluation, and management of learning will be functions of the teachers and will be emphasized in the developmental process.

-- Communication Model

School: Colman

An important step toward development of a communications model for the Southeast Education Center is underway at Colman School. Teachers and consultants have been meeting for all-day sessions to develop procedures for effective teacher-parent relationships. Testing of the procedures which included home visitations by teachers occurred during May, 1969.

Effective implementation of an individualized instructional program is dependent on a stronger relationship between the home and the school than is typical of present patterns. For this reason finding ways of strengthening the relationship is essential.

-- Team Teaching

Schools: Colman, Dunlap, Emerson, Rainier View, South Van Asselt, Rainier Beach

Defined as "cooperative planning and teaching toward specified learning goals by a group of professionals and para-professionals," team teaching yields two kinds of major educational dividends, (1) maximum utilization of staff resources, and (2) increased accommodation of children's learning needs. Teaching teams, as employed in the Southeast Education Center schools, facilitate a division of labor among team members which allows each participant to concentrate on specialized subject areas. It contributes toward more objective guidance and evaluation of student performance through expression of collective teacher responses, and it often simplifies the distribution of children into appropriate large or small groups.

Some teams have been established for ad hoc reasons and soon have been disbanded. Others have resulted in a permanent daily, group practice relationship. The Rainier Beach and Rainier View social studies teams and the South Van Asselt teams which deal with all elements of curriculum exemplify current team efforts within the Southeast Education Center. Future refinement of staffing, curriculum, and scheduling capabilities are expected to increase both the commitment to and the rewards accruing from team teaching.

-- Inquiry Development Workshop

Schools: Dunlap, Emerson, South Van Asselt

Selected faculty members from South Van Asselt presented a workshop in inquiry development techniques to the Dunlap, Emerson and South Van Asselt faculties.

The Southeast Education Center activity in the area of inquiry development is an outgrowth of the Northwest Regional Educational Laboratory (NREL) training of leaders in Seattle. The NREL description of the program states, "Inquiry development is based on the assumption that concepts are most meaningful and retained longest for future use when the learner actively gathers and processes the basic information.

"Inquiry teaching strategies are designed to stimulate students to inquire and seek knowledge for themselves. Teachers are instructed in four main types of action in inquiry -- searching, processing data, discovering and verifying."

-- Center for Coordinated Education

Schools: Rainier Beach, Colman, Rainier View

Faculty members in three schools are participating in a project developed by the Center for Coordinated Education, University of California, Santa Barbara. The effort is funded by the Ford Foundation.

The program seeks to join student materials, teaching methods, and a system of professional development into a coordinated operation which can be linked to the teacher's classroom responsibilities. Participating teachers gain experience with a variety of master teaching skills of general usefulness in instruction. These include methods of specifying outcomes, procedures for individualizing instruction, the use of sequential questioning techniques, and the construction of exercises which extend the student's capacity for productive thinking.

Future Staff and Program Development Activities

In addition to the continuation of activities initiated during the 1968-69 school year, there are a number of major efforts scheduled for the 1969-70 school year.

1. Model School Project -- Rainier Beach has been selected by the National Association of Secondary School Principals as one of seven schools in the nation which will be part of the Model Schools Project. This project which is financed by the Danforth Foundation is headed by Dr. J. Lloyd Trump and will be a five-year effort to bring about changes in keeping with the overall objectives of the Southeast Education Center. Two workshops during the summer of 1969 will initiate the program. Included in the plan are reassignment of administrative responsibilities in order to allow the principal to devote three-fourths of his time to instructional concerns, the introduction of teacher aides and instructional assistants as integral parts of the teaching staff, and curriculum revision activities which promote a greater degree of individualization of learning for pupils. The agreement with the Model Schools Project follows:

PROVISIONS FOR SEATTLE PUBLIC SCHOOLS--NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS RELATIONS RELEVANT TO RAINIER BEACH AND THE MODEL SCHOOLS PROJECT

A. Consistent with Policy

The provisions of the National Association of Secondary School Principals Model Schools Project are consistent with the policy of the Seattle Public Schools which states,

"IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD TO ENCOURAGE AND SUPPORT EXPERIMENTATION, VARIATION, AND FLEXIBILITY IN ORGANIZATION AND TEACHING METHODS WHICH MAY PROMOTE AND IMPLEMENT THE BASIC PHILOSOPHY OF THE SEATTLE PUBLIC SCHOOLS.

"This policy recognizes the contributions made by educational

researchers and affirms that teachers and administrators in Seattle can best meet the educational needs of our students by employing a variety of teaching methods and systems of organization for instruction. Moreover, this policy is an encouragement to creative and constructive study of the teaching process." --from Instruction Series, Teaching Methods 1030, School Board Policies, Seattle School District No. 1

and with the objectives of the Southeast Education Center of which Rainier Beach will be a part.

B. Provisions of a Setting

The Seattle Public Schools will provide a setting for the National Association of Secondary School Principals Model Schools Project (Schools of Tomorrow). This commitment provided for the following activities at Rainier Beach School during a transitional and operating period of five years:

1. Altered role of principal (school director) to provide more effective instructional involvement.
2. Differentiated instructional staff to develop more professional roles for teachers.
3. Curriculum refinements to differentiate the essential for all from what is relevant for talented and/or interested students.
4. Changes in the utilization of time, facilities, and funds.
5. Comprehensive evaluation to show the effects of changes on various components of the enterprise.

C. Staff Development Activity

The National Association of Secondary School Principals will provide the following staff development activities:

1. A six-day training program in June, 1969, for local leaders in the project.
2. A two-week workshop for teachers to be held in Seattle during the summer of 1969.
3. Consultant assistance throughout the duration of the project.

D. Utilization of Resources

Since Rainier Beach will utilize funds, facilities, and services differently, the School District will provide such matters to the same degree in Rainier Beach as to other similar schools in the District--or as normally would be given to this school--with the understanding that different uses may be made.

2. Project PLAN -- Another new major activity relates to the field testing of an instructional system developed by Project PLAN (Program for Learning in Accordance with Needs) sponsored by the Westinghouse Learning

Corporation and the American Institutes for Research. Forty teachers of first and second grade classes at Colman, South Van Asselt (Wing Luke), Dunlap, and Rainier View and an undetermined number of schools outside the Southeast Education Center will be participating in this program. Project PLAN was developed under the leadership of Dr. John Flanagan, Director of the American Institutes for Research. Schools in the San Francisco Bay area and in the New York area presently are utilizing the system successfully.

The following statement by Dr. Flanagan provides a brief description of Project PLAN"

> "To carry out the basic functions of the Project PLAN individual planning and personal development program, several types of materials and procedures have been developed. The first of these is a series of units designed to give a student the educational and occupational background required by the system. Wherever possible, available published material is used for these units. The second component of the system is a comprehensive battery of guidance tests to acquaint the student with his special abilities, interests, values, and the types of activities which he has found most satisfying in the past. In addition to these two types of information-providing materials, the student is given a series of units designed to develop his decision-making, planning, and personal management skills. These materials have been especially developed by Project PLAN. It should be emphasized that these functions are considered essential for all students and therefore are included in the program of every student. Students may vary, however, with respect to time requirements, appropriate media, and reading ability."

An important part of Project PLAN is a computer which will provide support services for teachers. These include test scoring, preparing records, filing, matching characteristics and estimating probabilities. Daily reports on the status of students in five subject areas -- reading, social studies, science, language, and mathematics -- will be available.

Students will not work directly with the computer in this project. However, teachers will have the opportunity to study other ways in which a computer can assist them.

Project PLAN is a significant step toward a complete learning management system, which is a primary goal of the Southeast Education Center and one which Southeast Education Center consultants and planners believe can be realized in the near future.

3. Instructional Management System --

A major activity for the 1969-70 school year will be the development of specifications for an instructional management system. The learning program is seen as being individualized, (that is, not governed by group organization patterns), and therefore in need of being carefully structured with the concurrence of the student, the parent, the teacher, and the community.

The "continuous progress" school is a human undertaking. The presence in the school of educators who understand and apply the behavioral sciences, of new kinds of media, of technology, and of individualized curricula do not "dehumanize" the school. To the contrary, they simply give the school more support than it has ever had before in making learning a successful process. The data system shown in the large box at the top of the accompanying diagram is designed to provide a service in the management of learning. It performs several functions which would not be possible without the use of computer technology. It can store enormous amounts of information about individual children (their learning history, their ways of learning best, their current objectives), and it can store equally large quantities of information together in very useful patterns to assist in designing and managing learning programs.

A computer-based information system does not make decisions. It simply supplies highly accurate and complete data for human decision making.

The question of collecting "internal data," or data on the characteristics of an individual child, always has been a point of controversy. In this system, there will be no blanket requirement for certain kinds of information nor will there be any coercion or subterfuge used in collecting of data. The type and quantity of data which the school collects for any child will be a matter for direct contact between the home and the school. Parents and the community should view the use of an in-depth information system as an opportunity which the school is prepared to offer. Obviously, the school's ability to guide learning will be directly affected by the extent and accuracy of the information it possesses on any child.

DIAGRAM OF THE SYSTEM THAT SERVES THE CHILD

EXTERNAL DATA (LEARNING RESOURCES)

EDUC
CUR
ON-S
OFF-
SPAC
TIME
TRAN
INFOR

INTERNAL DATA (CHILD CHARACTERISTICS)

EDUCATOR-COUNSELOR

INFORMATION SYSTEM

CHILD

PARENT

SOCIAL CONTRACT

FUNCTION: MANAGEMENT OF LEARNING

FLOW CHART OF THE CHILD BEING SERVED BY THE SYSTEM

OBSERVATIONS OF CHILD BY EDUCATORS, PARENTS, AND CHILD

CONCEPT OF A SYSTEM FOR MANAGING THE LEARNING OF INDIVIDUAL CHILDREN FOR CONTINUOUS PROGRESS

EDUCATOR-COUNSELOR CHARACTERISTICS
CURRICULA
ON-SITE MEDIA
OFF-SITE MEDIA
SPACE
TIME
TRANSPORTATION
INFORMATION

→ QUANTIFICATION AND POSITIONING OF DATA

→ INPUTS OF GROSS DATA TO EDUCATIONAL DATA SYSTEM

→ INTERROGATION OF DATA SYSTEM FOR SPECIFIC-PURPOSE PROFILES

→ DIAGNOSES OF CHILD (TO IDENTIFY GROSS LEARNING NEEDS)

→ WORKUPS OF INTERNAL & EXTERNAL DATA IN USABLE PATTERNS

→ ADVISING OR PRESCRIBING FOR SHORT-TERM OBJECTNES

→ EVALUATION DESIGN ACCORDING TO OBJECTIVES, PATHS, & NEEDS

DAVID STARR 4/15/69

4. Diversified, Individualized Reading --

Another major activity planned for next year is a diversified and individualized reading program to be conducted with the 30 teachers and 800+ children at Emerson Elementary School. The objectives of the program are as follows:

-- to derive a relevant initial reading vocabulary for each child drawn from his own thoughts and speaking vocabulary

-- to utilize audio-visual equipment for most of the teaching of structural and phonetic analysis skills, thus relieving the teacher of repetitious drill and practice supervision, and individualizing the learning rate so it is commensurate with the ability of the student

-- to provide a staff trained in a wide variety of reading and teaching methods so that students in need of reading remediation may be diagnosed and prescribed a curriculum best suited to their needs

-- to encourage students to self-select reading materials of high interest from the library collection, rather than to use reading textbooks for a number of years

-- to constantly teach reading in conjunction with other communicative arts so that children have an opportunity to discover the comparative advantages and limitations of print media

5. Staff Development Activities --

The 1968-69 program emphasized coordinated staff development activities. This approach to staff development will continue. For example, Project PLAN will provide two full-time consultants, stationed in Seattle, who will work with the 40 teachers in the program. The Rainier Beach High School Project will make professional consultant services available for teacher training workshops, and the Emerson Reading Program will provide for staff development in conjunction with program development.

In addition, proposals for Educational Professions Development Act funds will be submitted to the U. S. Office of Education. These proposals will emphasize the acquisition of skills which are necessary in a school with an individualized approach to student learning.

Chapter 2

BASIC CONSIDERATIONS

The decision to locate the Center in the southeast section of Seattle was based on a number of considerations. As has been noted in the previous chapter, the Center concept calls for the following conditions: (1) A move to a new organization which includes a middle school, (2) a diverse population, and (3) individualization of instruction.

Rainier Beach is the only junior-senior high school in the city. When the school was built in 1960 it was anticipated that an additional school would be constructed in the near future to house the junior high school students. A large number of portables presently are in use at Rainier Beach and at the elementary schools of the area. In assessing the school facility needs of the city for students in the middle school age category it was determined that those in the southeast section of the city were most severe.

The pupil grouping plan recommended for the Southeast Education Center could be provided with a minimum of transportation. The movement of children from a central area school to the Southeast Education Center did not pose difficult logistics problems.

Most of the staff members of the schools involved were receptive to the new instructional concepts. This condition was reinforced as the staff became involved in developmental activities.

For the reasons cited above the decision was made to locate the Center and its middle school component in the Rainier Beach area.

Rationale for a K-12 Decentralized Unit

The creation of a K-12 decentralized school unit of 5,500 children and over 200 staff members, under the leadership of a single director, is expected to improve the schools in the following ways:

(1) Communications between the school and its community will be simplified.

(2) Exchange or movement of staff among the three levels of the K-12 school will be facilitated.

(3) It will be possible to establish teams of teachers for short- and long-term planning.

(4) Closer relationships between teachers of children with varied maturity levels will be established.

(5) Interrelating courses of study will be easier.

(6) It will be easier to respond to school budget requirements.

(7) Instructional materials will be more pertinent to specific children's needs.

(8) Coordination and cooperation in learning which take place between children of different age levels will be increased.

(9) Parent/staff interaction will be expanded.

(10) Scheduling practices will be modified to fit specific local needs.

(11) Sharing of materials and equipment among all elements of the K-12 program will result in more efficiency.

(12) Desirable racial balance within the school will reflect children's developmental needs.

(13) The Southeast Education Center will encourage coordination with other social agencies which influence public services.

In the final analysis, containment of the entire K-12 continuum within the framework of a single organization will implement the ideal of continuous progress. Opportunities for coordinated academic progress will be increased for learners over the 13-year period. Coordinated parent/school communication will be extended substantially. Whether from the point of view of child, teacher, or parent, this K-12 plan for school organization will contribute to the goals of continuous educational progress for each individual.

Rationale for a Middle School

Establishment of a middle school for 10- through 13-year-olds in the Southeast Education Center is predicated upon a variety of theoretical and practical reasons.

Theoretically the rationale for creation of a middle school is based on a desire to accommodate in a relevant way children in a transitional stage of human development. These are youngsters who, for the most part, have some mastery of the tools of learning but who are not ready for extensive curricular specialization. The middle school plant and program are designed gradually to direct the diverse interests and energies of the preadolescent toward social and occupational goals, and to provide the human and physical environment appropriate for the student who, having acquired basic learning techniques, soon will be faced with decisions regarding preparation for adulthood.

In a practical sense accommodating 10- and 11-year-olds in the middle school context will relieve five overcrowded elementary school facilities; middle school housing of the 12- and 13-year-old population will alleviate a currently over-crowded junior-senior high school plant. In addition, creation of a middle school will permit an integration program involving children who are at an appropriate age level.

Feasibility of Individualized Instruction

The feasibility of moving into an individualized approach to learning has been questioned by some. Is the "state of the art" sufficiently advanced to make this feasible at this time? The gathering evidence indicates an affirmative answer.

Consider some of the components which will contribute to individualized instruction. First, curriculum materials must be individualized. The following criteria must be met:

-- the materials must lend themselves to self-selection by learners
-- materials must come in smaller packages (groups of ideas which take from several hours to several days to complete will replace textbooks which require a year or a semester to complete)
-- the materials must contribute to realization of carefully stated, specific, learner goals
-- concepts within the material must be identified clearly and related to companion concepts in the same and other disciplines
-- instruments for evaluation of learning must be included as an integral part of the material
-- the materials must be capable of accommodating specific learning styles
-- sufficient variety of materials must exist so that drill, practice, or reinforcement activities will not become tedious
-- the materials must be easy to store and retrieve
-- occupational relevance of the content must be implicit in many materials
-- the learner must be able to participate in expanding or modifying the materials

Curriculum models which meet many of the above criteria now are available. Examples are the Duluth contract arrangement, the Project PLAN teaching-learning units, the Individually Prescribed Instruction (IPI) student materials, the Nova School Learning Activity Packages, and the Unipac (Unit Package) approach of the Institute for Development of Educational Activities (I/D/E/A). Essentially what these curriculum organization plans do is to

state in measurable terms a learning (behaviorial) objective, pre-test to determine student needs, provide a learning path/alternate paths to reach the objective, and utilize post-test procedures to evaluate progress.

Scheduling of students on an individualized basis is another ingredient of an individualized program. The appropriateness of the formal nine-month school year and the six-hour school day are under question. Must all students arrive and leave at the same hour each day? Do all learners require the same number of hours of learning experience? How much learning more appropriately may take place outside the school facility? Can students' and teachers' combined efforts develop a schedule which is unique to that child for that specific day?

Again the evidence is accumulating that the rigid schedules no longer are necessary in order to function. Year-round availability of schools is a reality in Atlanta, Georgia, increasing numbers of students are spending time outside the school facilities in work-related activities, the very nature of individualized learner packages result in variable time allocation based on individual needs, and a daily demand flexible schedule currently is operating at Thurston Intermediate School in Laguna Beach, California.

Similarly differentiated staff is a reality in a growing number of schools in the nation. In Seattle the ranks of school personnel in the teacher aide and instructional assistant categories is increasing, and a more highly developed differentiated staff is operative in Temple City, California. Grouping of professionals and non-professionals into a group practice format no longer is an untested approach.

In the area of technology, particularly as it relates to the computer, the development of machines has far outdistanced the development of programs which now are ready to utilize the machines. Current hardware is capable of storing, analyzing, and retrieving the kinds of information which are envisaged for an instructional management system. As stated earlier, parts of this type of a system currently are operative as part of the Project PLAN activity which Southeast Education Center schools will enter next year.

The grouping of students into a non-graded format is not an untested idea. The Laboratory School at the University of California at Los Angeles now has considerable experience in the format. Tiburon middle school in

Marin County, California is an example of a newer school which no longer uses age as the principal measure for determining what learning experiences should be provided a student. In addition there is extensive local experience ranging from non-graded formats for some learning areas in a number of secondary schools to complete non-gradedness in some elementary schools.

A component which is part of a completely individualized approach to learning is flexible space. Again there is no substantial question regarding the possibility of providing such space in terms of construction capability. Any number of schools, including the following which are cited in the Educational Facilities Laboratory publications have moved substantially in this direction; they include Barrington Middle School, Barrington, Illinois; Del Mar Community Intermediate School, Tiburon, California; and Nova Schools, Ft. Lauderdale, Florida.

The concept of providing a community school also is not an untested idea. In some respects it is a return to what was a traditional American approach to education in earlier days. As urbanization has developed, governmental structure has moved increasingly away from the citizen, and specialized governmental and community services have become increasingly out of touch with each other.

Opportunities to correct some of the problems which were created by "bigness" are available. Flint, Michigan has provided one pattern which commits the school to heavy use after hours by the general community. Decentralization of school administration as is underway currently in Seattle is another move to bring the school closer to the community. The individuals responsible for governmental and community services now are communicating directly with each other concerning the need for coordination. The work of the Planning Department of the City of Seattle, the Community Services Committee of Forward Thurst, the social service report of the Council of Planning Affiliates, the liaison with Model Cities developments all are indications of the desire of non-school agencies to work closely with the schools.

The preceding paragraphs have described several important educational developments. It is the aspiration of the Southeast Education Center planners to bring these together into a single teaching-learning system, confident that the resultant system will be far more productive than the sum of its parts.

Chapter 3

PROJECT SCOPE

This document defines the spaces which will be needed to provide for the middle school which will be constructed as a major component of the Southeast Education Center. The middle school will be located on a site which is contiguous to the existing Rainier Beach Junior-Senior High School and Dunlap Elementary School. Upon completion of the grade five through eight middle school, Rainier Beach will become a grade nine through twelve high school and Dunlap will become a kindergarten through grade four elementary school.

In addition to Rainier Beach, the new middle school, and Dunlap, four additional kindergarten through grade four elementary schools, Emerson, Rainier View, South Van Asselt (Wing Luke) and Colman, will be part of the Southeast Education Center system. This grouping of seven schools will be responsible to one director who will be responsible to the Superintendent of Schools.

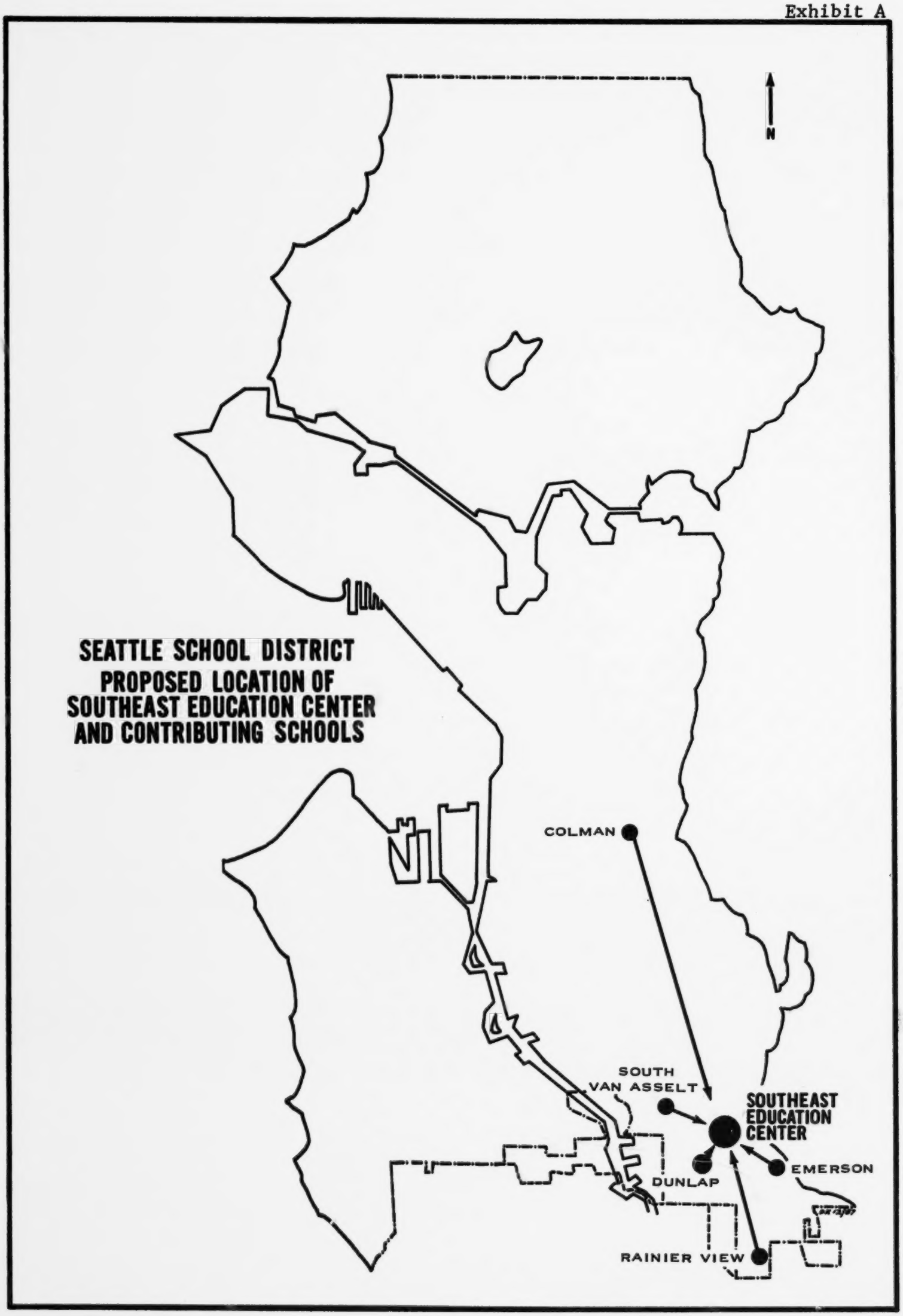
The site of the middle school will be within the area bounded by 47th Avenue South, Rainier Avenue South, South Henderson, and South Cloverdale. Also within the same site will be Seattle Park and Recreation Department facilities consisting of a swimming pool, recreation center and playground space. The same architect is designing both the school and park facilities which will be planned to complement each other. Exhibit A depicts the relationship of the middle school and Park Department site to the present Rainier Beach and Dunlap sites. Exhibit B details the specific site and Exhibit C shows the Southeast Education Center grouping of schools.

The middle school will be constructed in such a way that community use of the facilities will be encouraged. The Park Department cooperation is one expression of this orientation to the community.

Other community agencies responsible for social, library, health and governmental services will be encouraged to locate functions for which they are responsible in a coordinated fashion with the school and recreation facilities.

Citizen involvement in assisting in the decision-making process in matters related to education in the Southeast Education Center and its

Exhibit A



DEC. 1967

SITE PLAN SOUTHEAST EDUCATIONAL CENTER

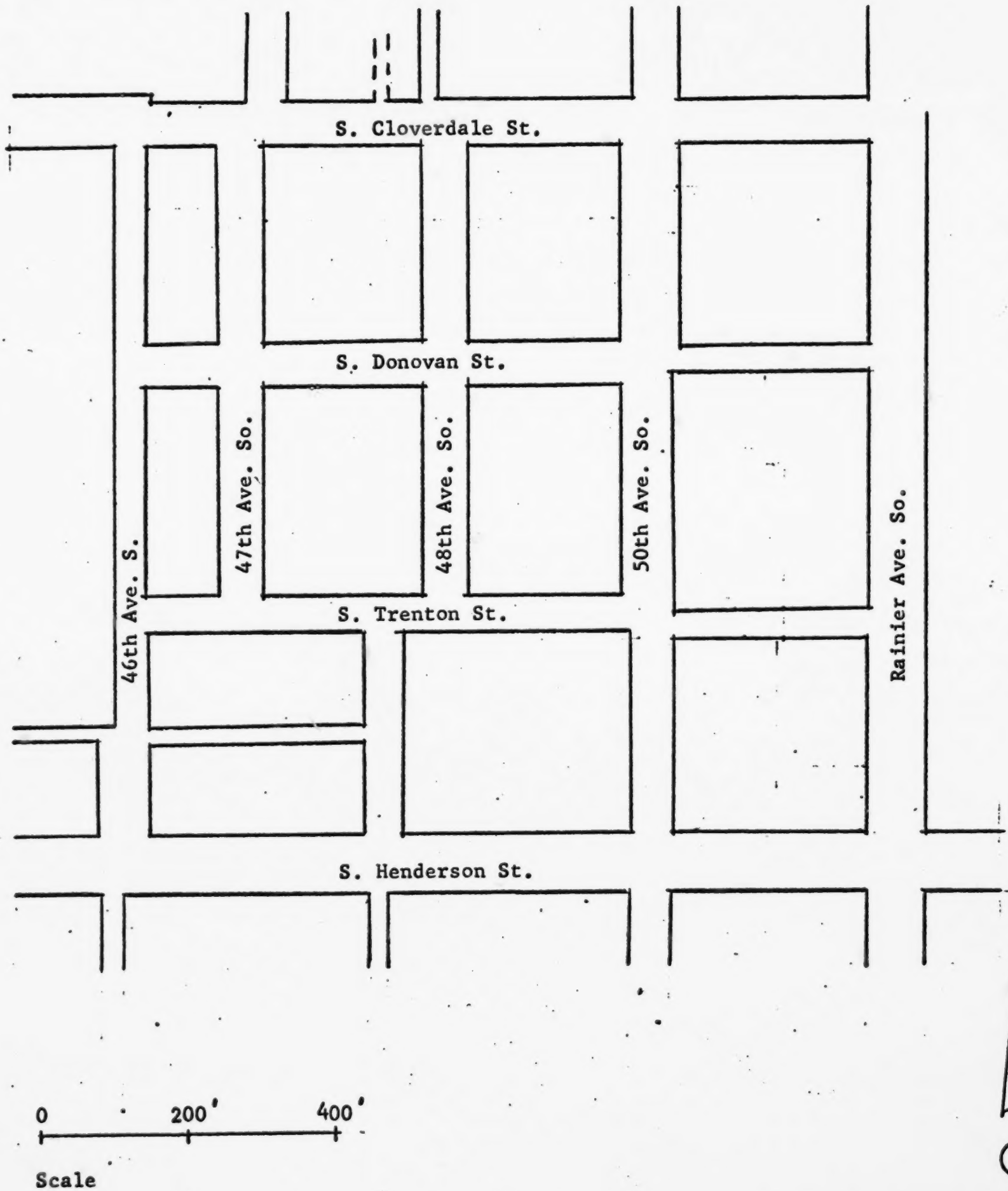
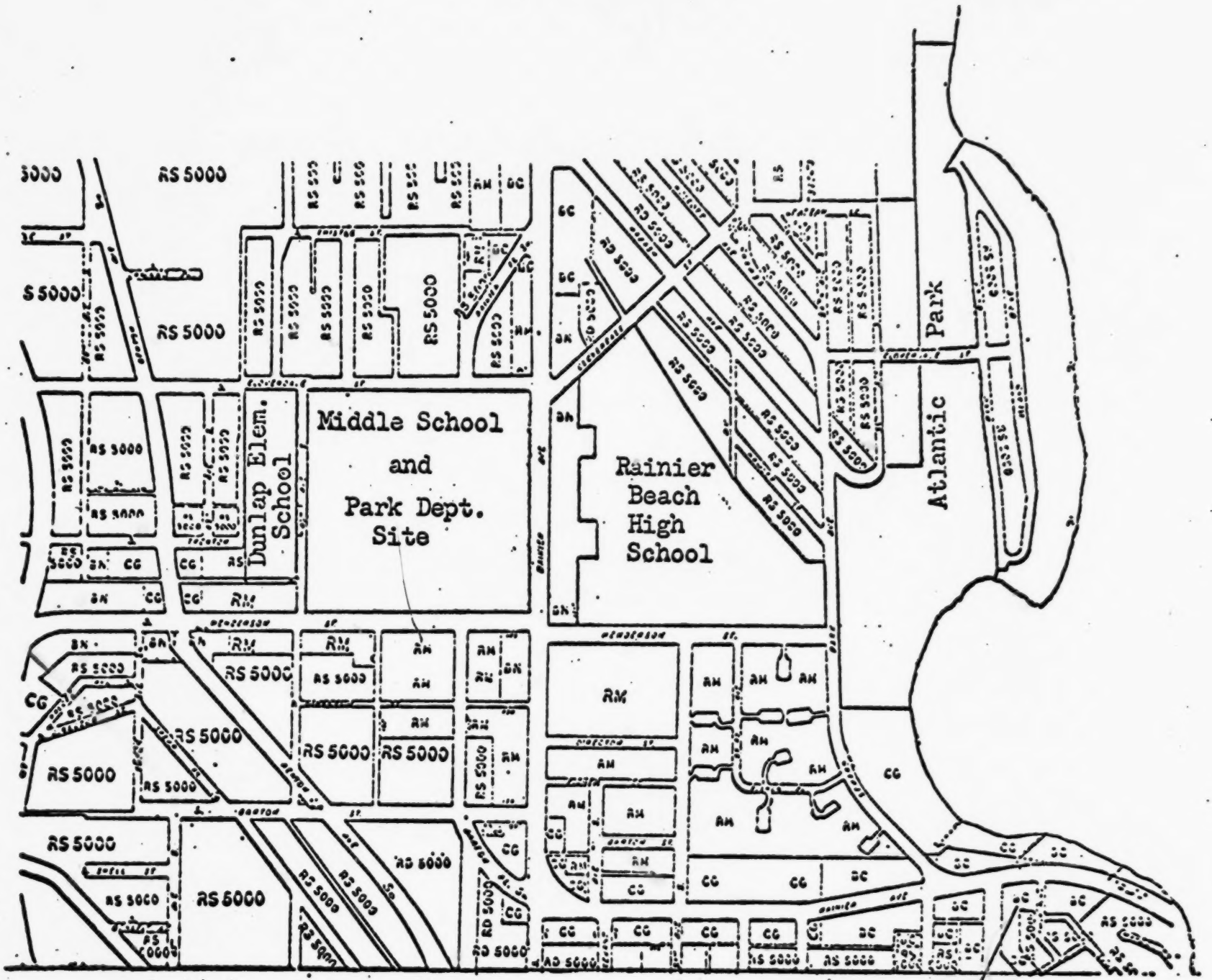


Exhibit C

VICINITY PLAN
SOUTHEAST EDUCATION CENTER



middle school is underway. It is anticipated that this will lead to a continuing relationship which will take on a yet to be developed format.

One of the schools which will become part of the Southeast Education Center, Colman, is in the Central area of the city and is predominantly Negro in enrollment. The Colman attendance area will become a part of the middle school attendance area. This relationship will need to be considered in the construction of facilities, particularly as it relates to loading and unloading zones for buses.

The instructional format of the middle school will be highly individualized. The Committee for Economic Development in its publication, Innovation in Education: New Direction for the American School, states, "Emphasizing the individualization of instruction brings a new and personal dimension of education into the center of concern -- the teacher's knowledge of the learner. Effective instruction requires more than knowing something to teach and having a practical grasp of good teaching methods. It requires a knowledge of the learner -- his background, motives, interests, perspectives and attitudes, his hopes and aspirations or his hopelessness and lack of aspiration. There is often little chance of success in instruction where the child as an individual person is not known to the teacher."

There will be great flexibility in the design of the facilities. Schools are in a dynamic period. Facilities must be able to respond to program changes in an economical fashion. The facility will be built to serve children who are attending school forty years from now as well as those in school two years from now. In addition, the groupings of students will vary from hour to hour and day to day. The facility must be flexible enough to accommodate this need.

The total school setting will be planned for learning. The facility will provide opportunities for students to view other students involved in learning activities. Site barriers will be kept to a minimum. Every effort will be made to tie closely together the various sections of the school in order that each student will be exposed to the total activity of the school.

The outdoor area around the school will be treated as a learning area. Arboretum-type landscaping which can be used in instruction should be utilized to the extent feasible.

Chapter 4

MIDDLE SCHOOL ORGANIZATION

Student Organization

The basic student unit will be composed of a cross-section group of approximately 190 students. There will be eight such sections in the entire school.

Assignment of a student to one of the eight sections will take into consideration the composition of the teacher team which staffs the section. After an analysis of student and staff data, a student will be assigned to a specific teacher. This teacher will have the responsibility of assisting in the planning and the monitoring of the entire educational program of the student. This responsibility is the counseling portion of the teacher's function.

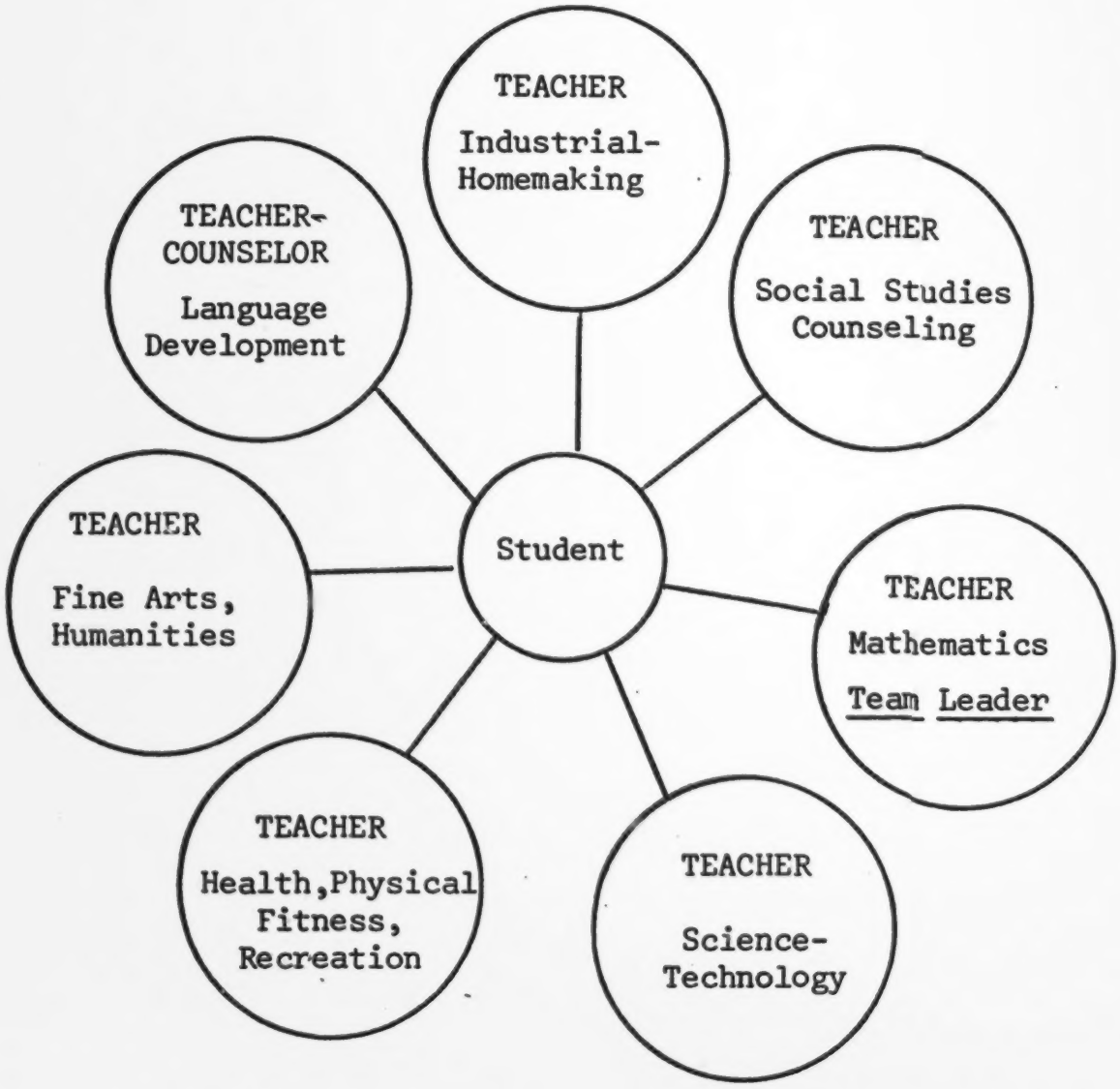
The rationale for 190 students in a section is based on a number of considerations. First, students need to be exposed to a variety of teachers; second, there is a need to be able to form students into small groups with some relationship or commonality among the members; third, a teacher staff team of seven members is an effective unit for providing complementary talents and interests in addition to being an efficient size group for good communication; and fourth, one teacher can relate effectively with 25 students of the middle school age range in a counseling relationship. The section composed of 190 students is a result of the combination of the above considerations.

Each of the eight sections will be staffed with seven teachers who are first of all well trained generally, but who also have one or more strong specialties which range across the curriculum and counseling areas. These seven teachers along with their assistants will become the staff team most closely associated with a particular student (see chart).

The student will relate to his assigned teacher-counselor for his overall educational guidance and perhaps one or more specific subjects. He will relate to the other teachers in the team primarily for their subject area specialty. All members of the team will confer and cooperate to bring about the greatest development of each student.

The middle school student organization will remain flexible enough to allow a student to have learning contact with teachers who are members of teams outside his section if this is determined to be useful to the student.

AN EXAMPLE OF ONE
TEACHER-COUNSELOR TEAM RELATIONSHIP
TO ONE STUDENT



The relationship depicted here actually may not exist since any single educator could have a different combination of skills for the functions shown here. The relationship is two-way between the student and the educators. In this example, the language development teacher is the student's counselor. The mathematics teacher also is the leader for the team. Each of the approximate 190 students in the section has this relationship with the educators, and each educator has approximately 25 students with responsibility for their general progress within the educational program and for instruction when it falls within their specialties.

Staff Organization

As stated in the previous section on student organization, the basic staff unit will be the teacher team composed of seven individuals. Each professional will serve as a program counselor for 25 students. The seven members of the team which is responsible for 190 students, collectively will have each of the curriculum areas within their field of competency.

Rather than attempt to balance the eight teams in terms of background and specialty, the focus will be to provide for the unique needs of the students who comprise the section of 190 students. This is to say that one team could have two teachers with a specialty in developmental reading while another team would have one teacher with such a specialty. It also would be possible to include personnel presently identified as staff associates (counselors, social workers, psychologists) as integral members of a team responsible for the program counseling function for a group of students who require more intensive service.

In addition to the professional staff, teacher aides and instructional assistants will be integral parts of the instructional staff. For each three members of the professional staff, the assignment of one teacher aide or instructional assistant is planned for the initial operation of the middle school. This ratio is not a fixed figure. As the school staff gains experience, one of its concerns will be to determine an appropriate ratio of teachers to non-professional staff personnel.

One clerical person for each five teachers also is planned for the opening of the school. Here again, the ratio should be considered subject to change to meet the needs of the staff.

The flexible nature of the school's program is expected to facilitate the use of volunteers. Examples of volunteer activities range from the tutoring to the utilization of community persons with specialties such as a unique language skill or travel experience.

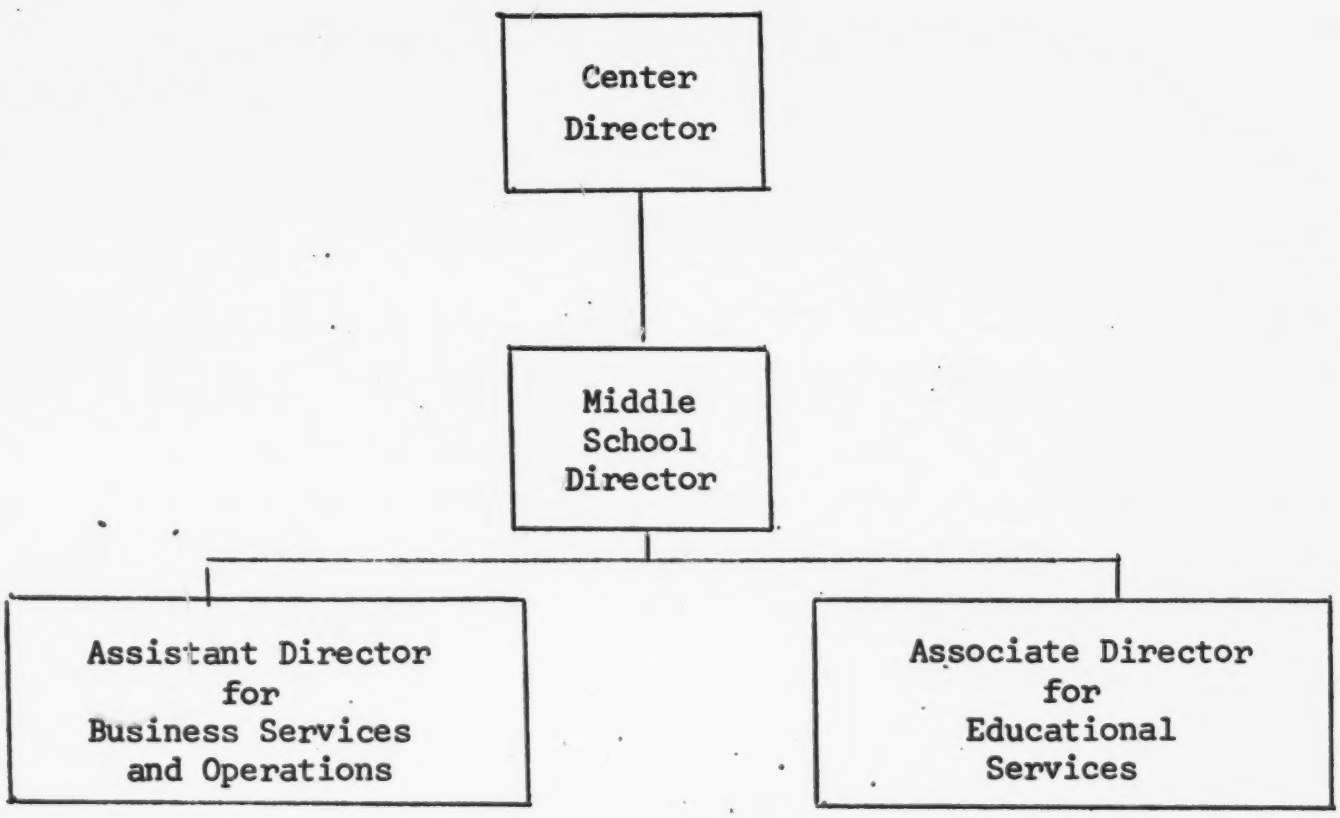
Middle School Administrative Staff Organization

The middle school will be headed by a director who is responsible to the Southeast Education Center Director. He will be assisted by an associate director for instruction and an assistant director for business and plant.

The middle school director has overall responsibility for the entire middle school operation. He will be responsible for the long-range planning and development of the middle school programs. He will be concerned with devising the best methods of implementing the instructional goals of the Southeast Education Center. He also will participate in personnel management decisions.

The Associate Director for Instruction will deal with day-to-day problems and tasks related to the instructional program. He will assist the Director of the Middle School in the long-range planning activities. Examples of the types of activities in which he will be engaged include a close liaison with the eight team leaders of each section in matters related to staff, student, and program relationships. He will coordinate the activities of the teachers who are staffing the specialized learning areas. He also will be responsible for the administration of the instructional assistants and aides and the clerical staff assigned to support the teacher-counselors.

The Assistant Director for Business Services and Operations will be responsible for the administrative office personnel, administrative reports, maintenance and custodial coordination, food services supervision, and fiscal management activities.


Center Director
Middle School Director
Assistant Director for Business Services and Operations
Associate Director for Educational Services

Center Administrative Staff

The Southeast Education Center administrative staff will be housed in the middle school facility. However, it will have no more direct relationship with the middle school program than it has with the upper school (high school) or lower school (elementary school) programs.

The chief administrative officer of the Southeast Education Center complex will be the Center Director. He will direct the overall program and will have the authority delegated to him by the Superintendent of Schools to make decisions regarding personnel placement, programs and budget.

Assisting the Center Director will be a staff divided into three divisions -- educational services, business services and operations, and community relations.

The educational services division will be headed by an associate director. He will coordinate the instruction, curriculum, personnel, pupil personnel, evaluation, research, and other educational services of the Center schools. He will assist in the long-range planning and development programs under the supervision of the Center Director.

The Assistant Director for Business Services and Operations will coordinate the long-range fiscal planning, budget preparation, accounting, purchasing, maintenance and operations functions of the Center schools. He will assist in the long-range planning and development programs under the direction of the Center Director.

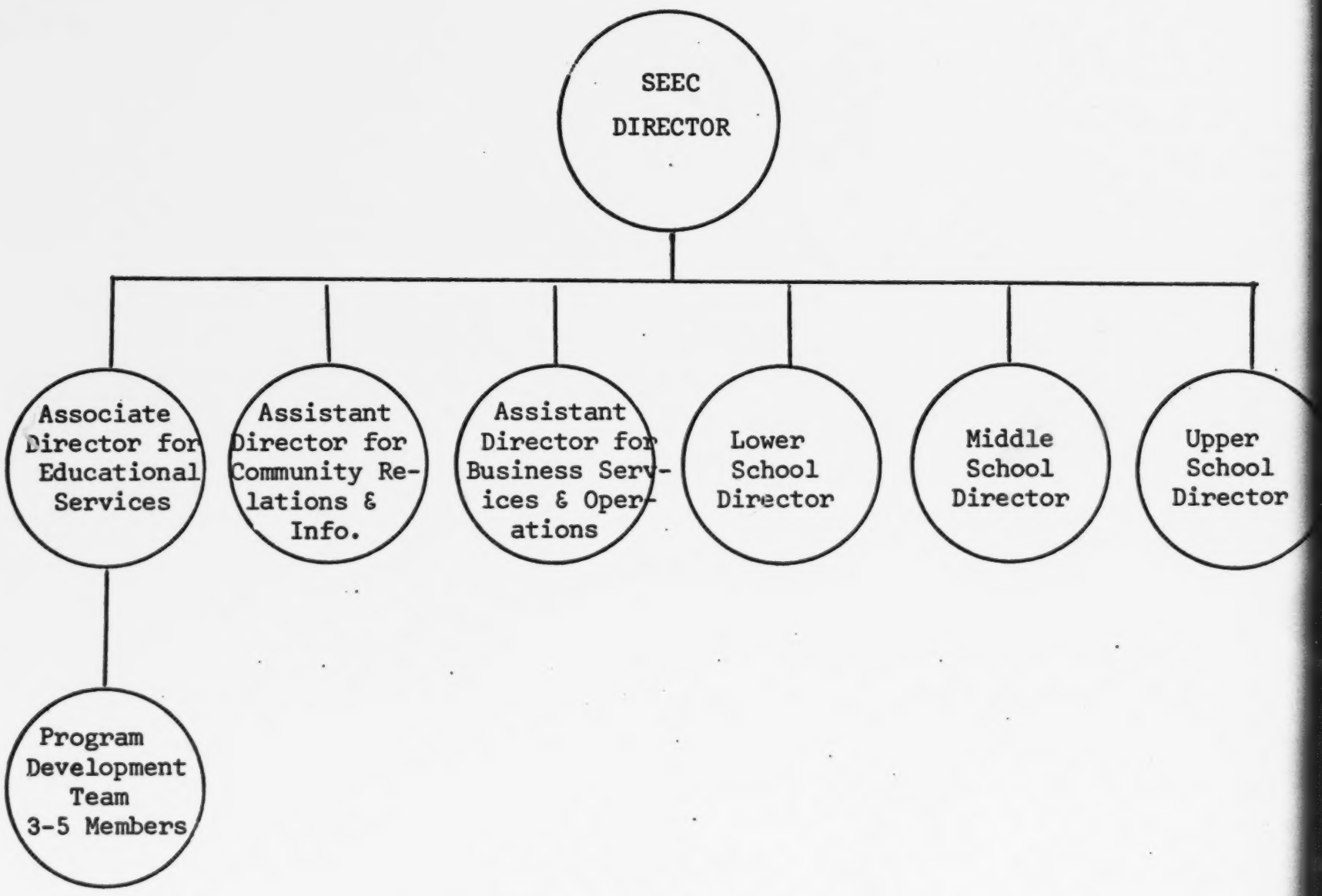
The Assistant Director for Community Relations and Information will be responsible for contacts with community groups, will maintain liaison with citizens groups which establish on-going relationships with the Center, will provide press releases related to Center activities, will manage a speakers' bureau, and will coordinate visits of persons to Center schools. He also will coordinate contacts with business and community organizations which will provide work experience opportunities for Center students.

Included on the staff of the Associate Director for Educational Services will be a team of from three to five individuals. The size of the team and the composition of the team will vary from year to year depending on the tasks which are identified. Members of this team will

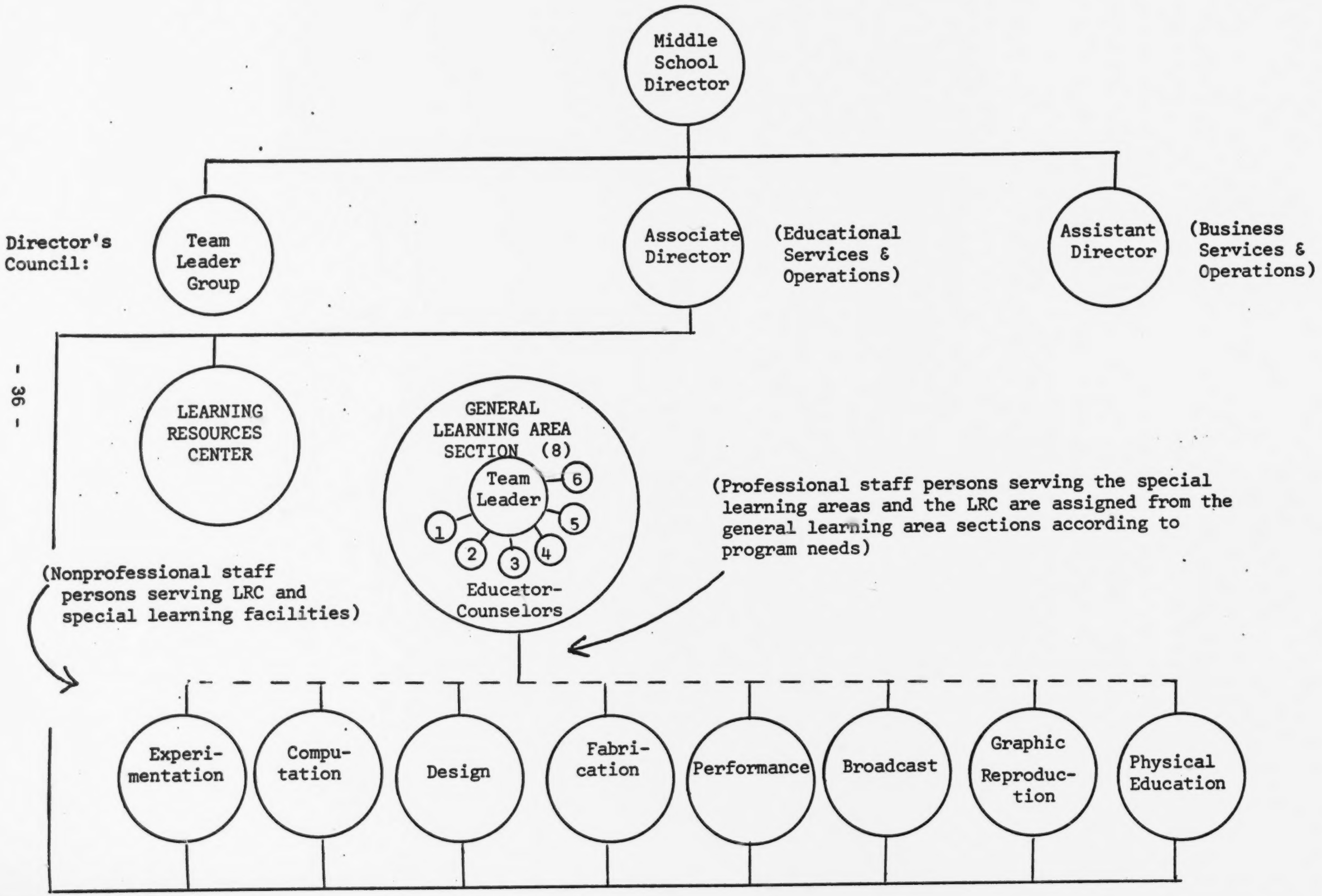
have specialties, but will not be responsible for program administration. They will serve as expert resource personnel for task force groups which are assigned to accomplish specific objectives as well as serve in staff roles of a general nature.

The Center Director's cabinet will be composed of the heads of the three divisions of the Center administration plus the Directors of the Upper, Middle and Lower Schools.

The following chart depicts the Center administrative relationship:


SEEC DIRECTOR
Associate Director for Educational Services
Assistant Director for Community Relations & Info.
Assistant Director for Business Services & Operations
Lower School Director
Middle School Director
Upper School Director
Program Development Team 3-5 Members

MIDDLE SCHOOL ORGANIZATION



Curriculum Organization

The chief function of the school is to teach pupils how to learn, provide motivation for learning and to offer an appropriate setting with ample resources. The school is not alone in this endeavor for learning is both an in-school and out-of-school process. Therefore it is imperative that the school, the home and the community at large work in concert to educate children and young people.

It is becoming increasingly clear that the conventional lecture-textbook oriented courses are not appropriate for schools of today. The lecture, no matter how well presented and the textbook no matter how well written simply cannot effectively meet the needs of the wide spectrum of students in public schools. This is primarily because each child comes to school from a different genetic and environmental background. The pupil has a unique set of capabilities, interests, and aptitudes as well as a unique set of learning styles. To complicate the problem even further the characteristics of children change as they grow older. For this reason the learning content, teaching methods, available teaching and learning resources must be offered to the pupil in a highly flexible manner. The idea is to provide the right learning content with an appropriate media and with an acceptable complement of teachers and pupils which will fully maximize learning for each child. This is no small undertaking.

Educators in order to deal effectively with each pupil must develop systems for initiating, developing and maintaining data which give an up-to-date profile of pupil characteristics. These data show educational, emotional, social and physical growth patterns and are the basis for decision making by the school staff. The school staff responds to the unique needs of each pupil by providing appropriate curriculum materials and instructional strategies.

Schools must change to meet the challenge of the new age. Technology is increasing, social unrest in large metropolitan areas is apparent and values of humans are changing. There is an increasing mobility of population and occupational turnover. The school responds to the changing needs of society by providing learning experiences which focus on basic skills and processes, underlying principles, and key concepts and generalizations which are a part of a modern, relevant, challenging curriculum. Education is always for the future. One's formal education school must literally

provide the basis for sound decision making and problem solving for several decades. As Jerome Bruner states in The Process of Education,

> "The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily. There are two ways in which learning serves the future. One is through its specific applicability to tasks that are highly similar to those we originally learned to perform. A second way in which earlier learning renders later performance more efficient is through what is conveniently called non-specific transfer, or more accurately, the transfer of principles and attitudes. In essence, it consists of learning initially not a skill, but a general idea which can then be used as a basis for recognizing subsequent problems as typical cases of the idea originally mastered. This type of transfer is at the heart of the educational process--the continual broadening and deepening of knowledge in terms of basic and general ideas."

The middle school will provide children with the opportunity for maximized interdisciplinary experiences in the following curriculum domains (1) language arts, (2) mathematics, (3) science, (4) fine arts, (5) practical arts, (6) social studies, (7) health and physical education, and (8) foreign language. Most conventional textbook oriented curricula will be modified into short-term learning experiences. These learning units, modules, or packages will take the student from one to three weeks to complete. They are in a package form but not necessarily printed. Some may be mediated by audio or visual tapes. Each learning unit is centered around a key concept, a main principle or a basic skill. It is an organized plan for the learner to follow. Because they are short-term learning experiences, the teacher and the pupil have greater programming possibilities thus increasing the chances for meeting the needs of the learner in a successful manner.

Learning packages are designed to help students achieve at their own best learning rates. Whether one refers to this as individualized instruction, continuous progress, or as self-paced learning, the intent is clear. Given learning packages, students will be able to achieve measurable performances under given conditions, at or above specified minimum levels, and at rates which are individually unique to each student.

When the student with the assistance of a teacher selects a particular learning package in his sequential learning program, he takes a pre-test on

the behavioral objectives in the learning package. If the pre-test results indicate that he is ready for the concepts or skills of the learning package, he selects from suggested learning materials and activities in the learning package those which fit his own unique learning style. Behavioral objectives, which are contained in his learning package, guide him as he learns. When he feels that he has achieved one behavioral objective, he proceeds to the next one and again selects from suggested learning materials and activities.

When the student feels that he has achieved all of the behavioral objectives in his learning package, he takes a self-test. If the self-test results indicate that he is ready for teacher evaluation, the student can request the post-test for his learning package. Upon successful completion of the post-test, the student may proceed to his next learning package or he may participate in quest activities. If the student elects to participate in quest, he defines a problem for in-depth or in-breadth study, and he conducts his research in order to achieve some level of resolution of his problem.

During the entire learning sequence the teacher provides as many opportunities as possible for student-teacher and student-student interaction during conferences and seminars. Small learning teams, made up of from two to six students are formed whenever feasible. The teacher monitors each student's progress, diagnoses learning problems, prescribes possible alternative learning materials and activities (usually suggested in the learning package) which will help to solve the problems, and evaluates each student's progress in achieving stated behavioral objectives. As a result of individualizing instruction through learning packages, the teaching-learning act becomes much more personalized both for the teacher and for the student.

Continuous progress curriculum development has been occurring in several locations during the past decade. Especially significant have been the Individually Prescribed Instruction (IPI) program produced by the University of Pittsburgh, Learning Area Package (LAP) developed by Nova Schools in Florida, continuous progress learning materials (UNIPACS) sponsored by the Kettering Foundation, continuous progress material development by Duluth Minnesota Public Schools and Programs for Learning According to Needs (PLAN) developed by the American Institutes for

Research. These learning package developments are surprisingly similar. They are concept or skill centered with fairly well defined and stated behavioral objectives. Usually the learner has the option of using any or all of a set of learning materials. The evaluation is directly related to the behavioral objectives and reporting systems tell of the degree of educational attainments. With the built-in flexibility factor, the student responds by assuming more responsibility for planning, organizing and mastering the ideas or skills to be learned.

Currently in schools, there is a vast array of very suitable curriculum materials. It may be necessary to change the organizational design. In other instances locally written and produced materials will be developed.

The teacher-counselor in the continuous progress program becomes a facilitator, leading the child into the acquisition of knowledge, skill development and often into the realm of creativity. The teacher-counselor monitors each child's progress, diagnoses the strengths and weaknesses of the child, and prescribes appropriate alternative learning situations always making allowances for the changes which occur in the pupil.

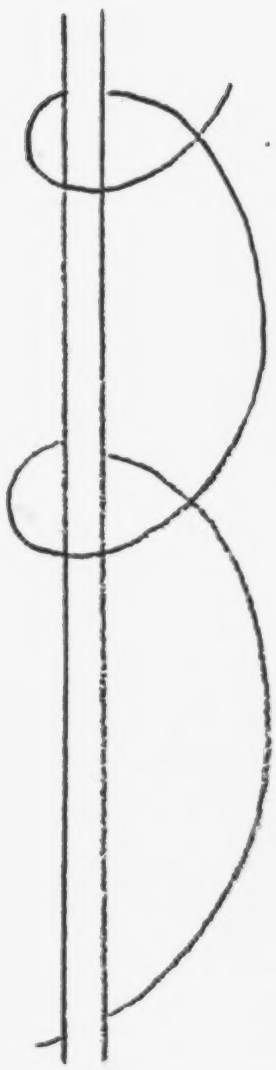
Another chief reason for moving into the learning package approach is that the increasing knowledge explosion is constantly making new demands on the rigid curriculum matrix found in many schools. As knowledge becomes obsolete, educational curriculum developers must develop efficient ways of modifying learning content. By doing this, the time will be shortened from the discovery of knowledge to its incorporation into the school curriculum. The school staff working in collaboration with curriculum consultants and university advisors will become increasingly involved in curriculum development.

The overall K-12 curriculum structure is a vertical continuum of basic skills, concepts, and related generalizations with the separate domains interwoven in order to achieve the necessary articulation. For example, a concept first introduced in kindergarten or grade level one will reappear in a more complex form several times during the 12-year public school time span as suggested by the example in the following diagram:

EXAMPLE:
The total interdependence of organisms in any environmental unit may be expressed as a pyramid of numbers.

SECONDARY LEVEL Generalization

EXAMPLE:
The sum total of oxygen produced in an aquarium will support a definite maximum amount of animal life.



INTERMEDIATE LEVEL Generalization

EXAMPLE:
In an aquarium fish and water plants exchange gases necessary for survival.

PRIMARY LEVEL Generalization

EXAMPLE: Generalization No._____animals and plants are interdependent.

Knowledge for the learner is constantly expanding and reappearing and with increased inter-relationship to other generalizations, skills, and concepts.

Chapter 5

THE MIDDLE SCHOOL FUNCTIONS

Teacher Functions -- Individualizing instruction demands that teachers add new or increase existing skills in a number of different functional categories. These include (1) diagnosing pupil characteristics, (2) prescribing relevant learning objectives, (3) identifying and implementing program components which relate to the learning objectives, (4) evaluating, counseling, and communicating student progress, and (5) recycling of the student into new learning experiences.

Exhibit E expands on the function of the teacher. All teachers cannot be equally proficient in all of the functions for which teachers will be responsible. This factor provides the rationale for the grouping of teachers into teams which provide individuals with varied skills and personal characteristics. The following list is representative of the abilities which will be needed on the school staff.

-- Ability to construct a unit of learning based on generalizations, concepts, and skills.

-- Ability to write behavioral objectives that are designed to measure and identify learning of generalizations, concepts, and skills.

-- Ability to structure and reference learning resources and activities of all types in a discovery or inquiry format.

-- Ability to interact successfully with persons of any background.

-- Ability to prescribe learning paths on the basis of accepted learning theory and individual learning behavior.

-- Ability to refer students to appropriate human resources for learning.

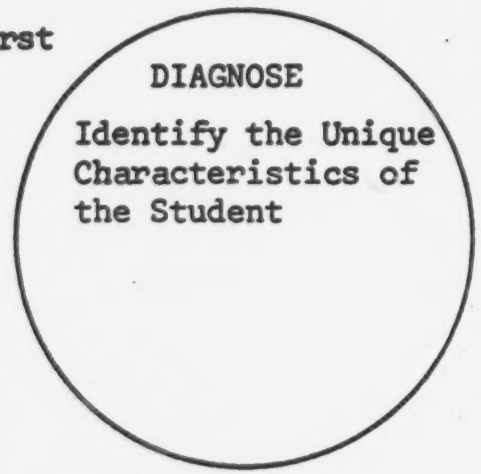
-- Ability to prepare simple learning programs of the linear and branching types.

-- Ability to prepare individualized learning packages.

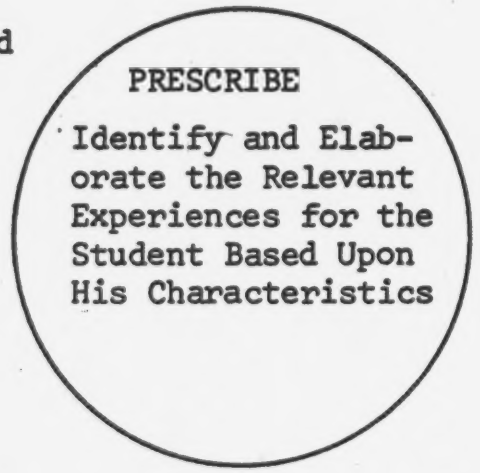
-- Ability to design workable professional group practice situations that enable a staff to deploy its members, its space, its time, its student groups, and all other learning resources on demand.

PLANNING AND CONTRACTING AN INDIVIDUAL PROGRAM WITH A STUDENT

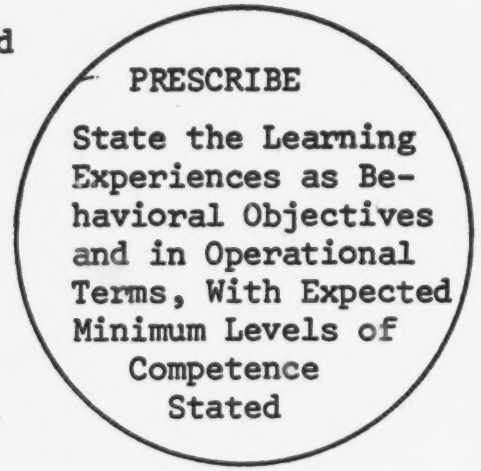
Part 1 of 3 Parts



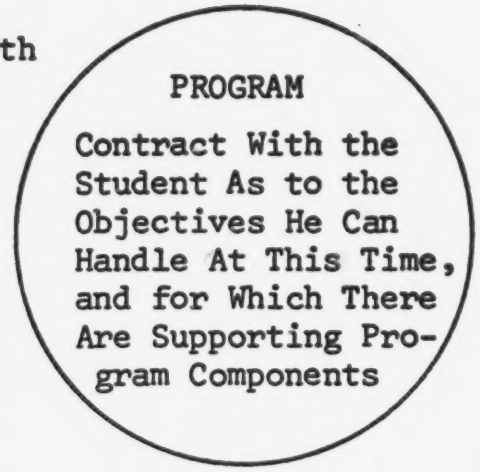
- Standardized Tests and Measures
- Questionnaires
- Interviews
- Observations
- Anecdotal Records in File
- Previously Recorded Data



- In Psychological, Social, Biological-Physical Environments
- Applying Inductive-Deductive Reasoning Process
- Involving Knowledges, Skills, Conceptualizations
- In All Domains of Learning


Third
PRESCRIBE
State the Learning Experiences as Behavioral Objectives and in Operational Terms, With Expected Minimum Levels of Competence Stated

- Goals and Objectives Stated Behaviorally
- In Operationally-Defined Terms
- In Measurable Terms

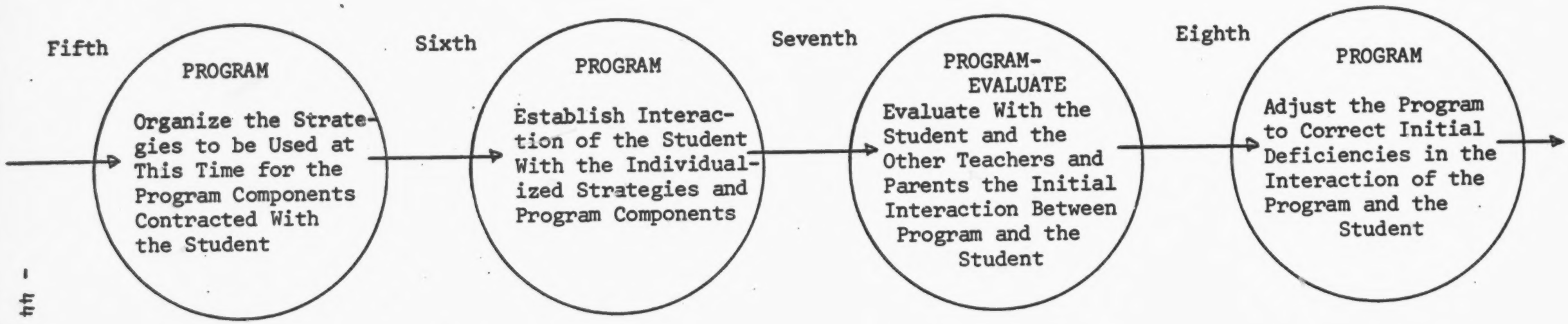

Fourth
PROGRAM
Contract With the Student As to the Objectives He Can Handle At This Time, and for Which There Are Supporting Program Components

- Taking Into Consideration the Student's Characteristics
- Including Strengths
- Including Weaknesses

Exhibit E

PLANNING AND CONTRACTING AN INDIVIDUAL PROGRAM WITH A STUDENT

Part 2 of 3 Parts


Fifth
PROGRAM
Organize the Strategies to be Used at This Time for the Program Components Contracted With the Student
Sixth
PROGRAM
Establish Interaction of the Student With the Individualized Strategies and Program Components
Seventh
PROGRAM-EVALUATE
Evaluate With the Student and the Other Teachers and Parents the Initial Interaction Between Program and the Student
Eighth
PROGRAM
Adjust the Program to Correct Initial Deficiencies in the Interaction of the Program and the Student

Curriculum Content, Organization, Structure

Teacher(s)

Media

Modes

Time Units

Facilities Spaces

Organization Strategy

Provide a Model for Terminal Behavior

Provide Motivation

Direct Attention

Guide Direction of Thinking

Furnish External Prompts

Tests and Measures

Observations

Interviews

Questionnaires

Anecdotal Records

Shuffle Program Components to Form Ideal and Practical Mix

PLANNING AND CONTRACTING AN INDIVIDUAL PROGRAM WITH A STUDENT

Part 3 of 3 Parts

Ninth — COUNSEL-EVALUATE

Periodically Counsel With the Student On His Progress Toward Meeting His Program

- Scheduled Contact
- Unscheduled Contact
- Formal Contact
- Informal Contact

Tenth — COMMUNICATE-EVALUATE

Periodically Communicate With Home to Share Information

- Telephone Home/Business
- Visit at Home
- Host Parent/Guardian at School
- Write to Home, etc.

Eleventh — ASSESS-EVALUATE

Evaluate Contract/Program Mastery, Relate to Current Characteristics, Make Initial Diagnosis and Prescription of Future Program

- Tests and Measures
- Questionnaires
- Interviews
- Observations
- Anecdotal Information, etc.

Twelfth — PROVIDE NEW PROGRAM

Consult With the Student on the Proposed New Program and Contract/Organize That New Program (follow process outlined here)

- Diagnose
- Prescribe
- Program
- Evaluate
- Counsel
- Communicate
- Assess Attainments

-- Ability to construct systems for individualized evaluation that are based on observable and measurable criteria and which are a function of curriculum and program.

-- Ability to design and facilitate systems for student self-diagnosis and self-programming.

-- Ability to design lateral, or quest, activities.

The teacher's activities will vary from day to day. A fixed schedule cannot accommodate an individualized program. Exhibit F does, however, illustrate the approximate division of time as it relates to the functions of the teacher.

Student Functions -- The entire middle school operation is founded upon the developing characteristics of the individual student. His natural path of learning from age four through eighteen follows a trend. The school program will organize around this trend.

By the time the student has reached the middle school, he will have progressed intellectually, physically and emotionally to the point where he responds more rationally to the tasks before him. He will be much more aware of his own interests, capacities, and weaknesses. He will be more discriminating and more aware of how he differs from other students. Whereas he once responded to the emotional aspects of the situations, events, and objects, more of his time now will be spent analyzing situations. Time must be made available for this type of response.

Again quoting the Committee on Economic Development, "By individualized instruction we do not mean a simple tutoring procedure. We mean instruction that is designed for the individual student rather than for an entire class. At times the individual will receive personal attention from the teacher. At other times he may be a member of a large group. At all times the school's resources are utilized to the best advantage of his intellectual growth. The differences among children require careful consideration if the learning experiences of the individual child are to be effective and rewarding. Individualized instruction is a good thing for all children."

Exhibit G provides an illustration of where an individual student could spend a given week.

Administrative Functions -- The administrative functions which will be performed at the Center Director's staff level can be grouped into four

TEACHER ACTIVITIES AS
PERCENT OF TOTAL TIME

(Based Upon the Average Student Two Years Into
the Program at a Given Point in Time)

Time	Activity
25	Counseling 25 students Analyzing records Communication to home
5	Large group instruction
25	Small group instruction Small group interaction Small group leadership
15	Individual (1 to 1) assistance in subject areas at carrels
15	Individual (1 to 1) assistance in specialized centers of LRC
10	Curriculum planning and alteration; Teacher interaction (between schools); Faculty councils, etc.
5	Interaction with other teachers and students
100	

AN EXAMPLE OF AN ACTIVITY SEQUENCE FOR FIVE DAYS BY LEARNING AREA
FOR AN AVERAGE STUDENT TWO YEARS INTO THE MIDDLE SCHOOL PROGRAM
(In time units of fifteen minutes each)

Time & Unit Number		Monday	Tuesday	Wednesday	Thursday	Friday
0800	1		GLA			GLA
	2	GLA	LRC			PERFORM. CENTER
	3		SEMINAR	GLA	GLA	
0900	4	SEMINAR		PE GYM		SEMINAR
	5				LRC	
	6					
	7	LRC		Break	EXPERIM. CENTER	
1000	8	GLA		LARGE GROUP 1-50		
	9				COMPUTER CENTER	LARGE GROUP 1-50
	10	DESIGN CENTER	FIELD	SEMINAR		
	11				PERFORM. CENTER	
1100	12	FABRICATION CENTER				GLA
	13					COMPUTER CENTER
	14	GLA			BROADCAST CENTER	
	15	Lunch		Lunch		Lunch
1200	16		Lunch			
	17	GLA		GLA		
	18	COMPUTER CTR.	SEMINAR		Lunch	DESIGN CENTER
	19	GLA		LARGE GROUP 50-375	LARGE GROUP 1-50	FABRIC. CTR.
1300	20		GLA			DESIGN CENTER
	21			GLA		
	22		LRC		FIELD	GLA
	23		GLA	EXPERIM. CENTER		
1400	24	LRC	Break			SEMINAR
	25	SEMINAR	GLA			
	26					
	27		LRC			
1500	28		GLA			
	29		COMPUTER CTR.	SEMINAR		
	30		DESIGN CENTER		GLA	
	31		REPROD. CTR.			
1600	32		GLA			
	33					GLA
	34					
	35					
1700	36					

Time when the student is not in scheduled activities but may be on the premises for such activities as intramural sports, student clubs, and so forth.

general headings -- center direction, instructional improvement, external relations, and material management.

Representative of functions included in the Center direction category are system goal definition, major task identification, budget preparation, district policy interpretation, maximization of human productivity, and monitoring and communicating.

Instructional improvement components include product analysis, problem identification, program development, personnel management, and staff development.

The external relations category includes effecting community school consensus on goal definition and operational procedures, extraordinary school-parent contacts, effecting maximum community participation in processes, and providing for routine communication.

Finally the material management includes plant custody, food services, transportation, office management, space assignment, acquisition, storage and distribution of supplies, security, and data processing services.

The functions of administration at the middle school level are essentially extensions of the Center level functions detailed above.

The unique nature of the professional staff and the mission of the Southeast Education Center indicate the need for an organizational philosophy somewhat different than that traditionally found in schools. Several factors point toward a new organizational mode:

-- The staff possesses a relatively high educational level, it is relatively homogeneous in background and ability, and it is accustomed to and relatively capable of self-direction.

-- Since the schools are a major purveyor of democratic ideals to our youth, there is a high stake in providing a working model of democratic processes for all to view.

-- Education is entering an era where responsible innovation by the total staff offers the only way for institutionalized education to remain an effective social force.

-- The modern approach to management sees an employee group as a "social system"; that is, as human beings whose meaningful involvement with each other in basic decision-making processes is the key to maximizing human productivity.

An organization capable of responding objectively, efficiently, and efficaciously to a continuing siege of challenges -- each one a worthy and unique endeavor -- is one that does not have a stake in a status-ridden, hierarchical organization structure.

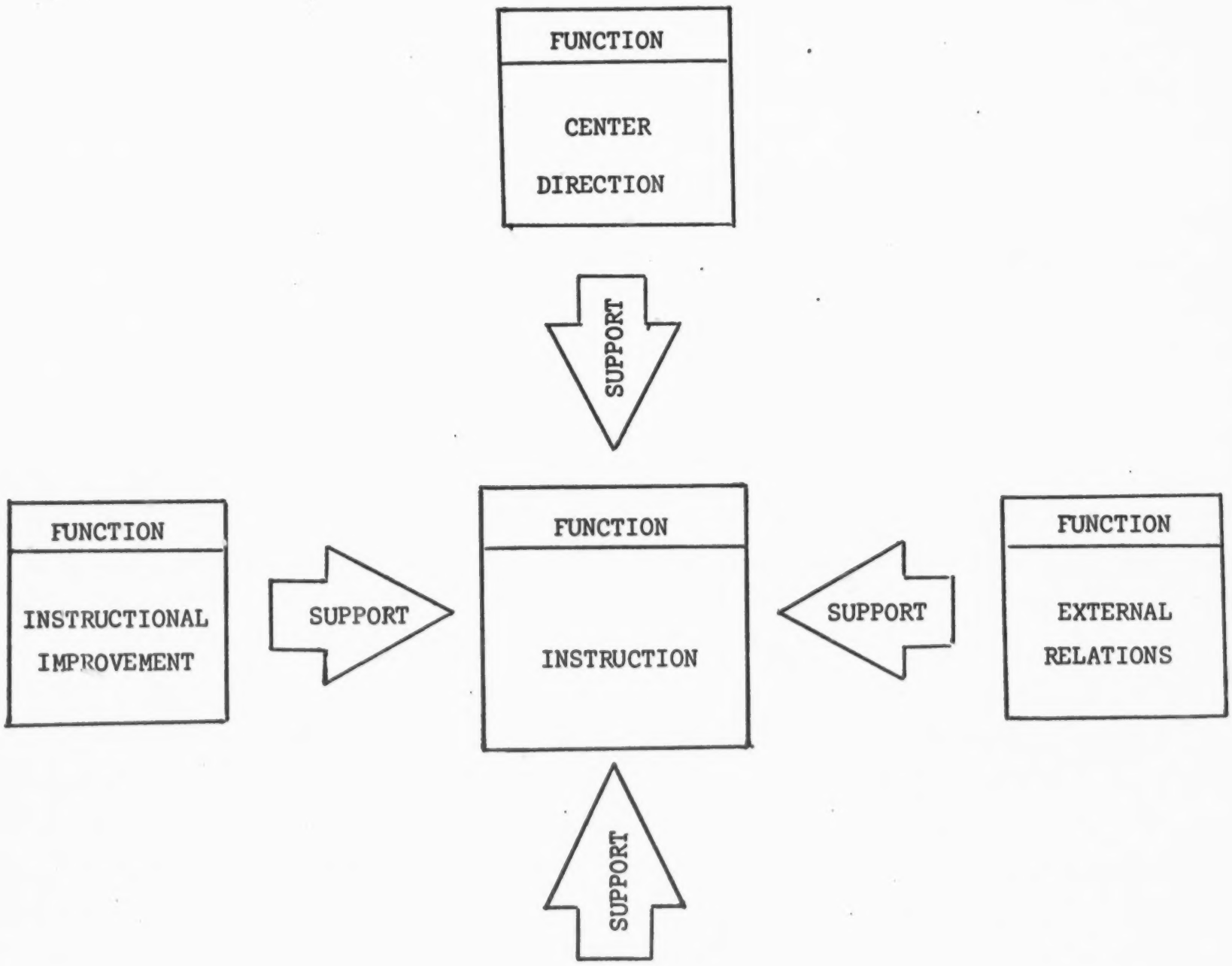
The pragmatic organization is one which is self-directive, rather than directed. Its line relationships are supportive rather than coercive. Policy and decision-making are honestly democratic processes. Evaluation is open, group based, and never punitive or threatening; it always is directed toward improvement of performance. People may have specialties and task-related responsibilities; they do not have "control" over permanent functions. Groups are formed around tasks, not around functions. Groups always have specific objectives and are organized to achieve those objectives; achievement of group objectives is the occasion for reorganization to meet new tasks. A person may be a member of more than one group. Group leadership is task-emergent; that is, the most qualified or appropriate member of the group is the leader.

People fill roles, usually collectively, rather than positions. They bring to their aggregate roles specific specialties, talents, and human aptitudes that are uniquely theirs.

Groups have cohesion because they are internally complementary and have clear objectives. They function at maximum efficiency because decision-making and quality control are internal functions. The parent system operates at peak efficiency because group objectives are identical with system objectives. Each person avoids parochialism for at least three reasons: first, because he is involved in more than one group; second, group tasks are always a clear expression of system goals; and third, he moves into new associations when tasks are completed and he joins new groups.

Exhibit H illustrates the relationship of staff functions.

Exhibit H



RELATIONSHIP OF

STAFF FUNCTIONS

SUMMARY

In summary, the Middle School, and the entire Southeast Education Center, will:

(1) develop a school system which is aware of the nature of its tasks; secure in its methods; and a joint venture of professional educators, involved citizens, and community resources in the education and the training of students in the knowledges, skills, and conceptualizations those students need to solve problems and accomplish tasks in their psychological, social, and biological-physical environments;

(2) construct a program which is organized around the individual student and is based directly upon his developing characteristics from the time he first enters into the school until the time he leaves;

(3) implement that program in a well-designed way to study the effects of individualized instruction on --

Student grouping

Student:teacher-counselor ratio

Teacher-counselor roles and functions

Administrator roles and functions

Special education needs

Accelerated learner needs

Basic education and remedial education

Student personnel services

Building and facilities planning

Educational data processing services

In-service, staff development needs

Curriculum writing and organization

Business services and operations

Community resources and persons (business, professional, other educational, political, religious, social, recreational, industrial, and others)

Learning rates and depths

Use of media, modes, strategies

Staff personnel selection and placement

Student characteristics

Staff personnel characteristics

Prediction of achievement and mastery

Identification of creativity
Structure of knowledges, skills, conceptualizations

(4) determine how best to thread the findings from behavioral science (psychology, sociology, anthropology, biological sciences, educational management, etc.) through the various curriculum domains and subject matters so that the student initiates, reinforces, maintains, and generalizes the knowledges, skills, and conceptualizations which are needed by him to solve problems, complete assignments, accomplish tasks, find solutions, answer questions, in the three environments (psychological, social, biological-physical). This provides the integrating framework within which the seven basic curriculum domains, and their unique subject matters, find common ground. The key is the student and his unique characteristics. The unifying force is behavioral science in its many and diversified knowledges, conceptualizations, and skills.

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